Education is Iowa's Future

Annual Update on the Strategic Plan

Measures of Success and Major Initiatives

2010

State Board of Education

State of Iowa
Department of Education
Grimes State Office Building
Des Moines, IA 50319-0146

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Our Vision: Iowa students will become productive citizens in a democratic society and successful participants in a global community.

Our Mission is to champion excellence for all Iowa students through leadership and service.

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NOTE: The Iowa State Board of Education and Department of Education worked jointly to develop a long range strategic plan for the system of education in Iowa. This plan, called "Education is Iowa's Future," includes goals, initiatives, and measures of success for the preschool, K-12, and postsecondary levels.

Each year the Department prepares a report which describes activities and progress related to the goals of the strategic plan. The report includes the most recent data on the measures of success, an update on the major initiatives designed to address the goals, and results. In addition, because effective education requires collaboration and policy at the local, state and national levels, this year's update also includes a section called "Connections and Future Trends" where we outline collaborative efforts, alignment of state and federal initiatives, and upcoming activities.

GOAL 1 – *All children will enter school ready to learn. (Early Childhood)*

Measures of Success

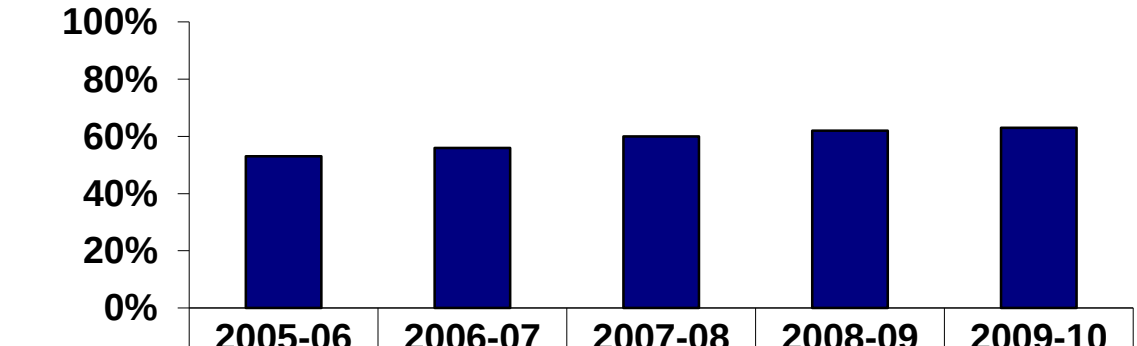
MEASURE 1: Increase the percentage of children entering kindergarten ready to read.

The 2005 General Assembly passed legislation requiring local school districts to administer the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) or a kindergarten benchmark assessment adopted by the Iowa Department of Education (Department) to every kindergarten student enrolled in the district. In the 2009-2010 school year, a total of 35,960 students were enrolled in kindergarten across the state.

The DIBELS assessment measures children's literacy skills for identifying beginning sounds of words by pointing to the picture matching the sound. Figure 1 represents DIBELS trend line data over a five-year period, from 2005-2006 to 2009-2010. As indicated, the percent of children proficient in beginning sounds as measured by DIBELS was 63 percent, an increase of 10 percent from 2005-2006 to 2009-2010.

Figure 1

Percent of Children Entering Kindergarten Proficient in Beginning Sounds Using DIBELS



	2005-06	2006-07	2007-08	2008-09	2009-10
Percent Proficient	53%	56%	60%	62%	63%

Data Source: Project EASIER, Iowa Department of Education, 2008-2009

The results of the other kindergarten literacy assessments indicate positive trends in proficiency as well. Since 2007-2008, the percentage of children considered proficient on the Rhyming subtest of the Phonological Awareness Test (PAT) has increased from 57 percent to 70 percent. In addition, the percent of children proficient in blending sounds increased by 6 percent during the same time period.

MEASURE 2: Increase the percentage of four-year-old children participating in a quality preschool program.

According to projections based on birth records and kindergarten enrollments, Iowa had 39,738 four-year-old children in 2008-2009. Nine thousand six hundred seventy six (9,676) of these children received preschool programming through the Statewide Voluntary Preschool Program for Four-Year-Old Children (SWVPP). Four-year-olds also received programming in a number of other state and federally funded settings, including Head Start, Shared Visions Preschool Programs, Title I, and Early Childhood Special Education. In 2008-2009, a total of 18,955 children or 48 percent of the four-year-old children participated in state and federally funded quality preschool programs.

In 2009-2010, 13,666 children were served in the SWVPP. We do not yet have data on the number of children enrolled in the other types of programs, so do not have the total number or percentage of four-year-old children served in quality state or federally funded programs for 2009-2010. That information should be available in December 2010.

The following table provides the number of children served in each setting. Some children may attend more than one type of funded program, so there may be some duplication in these data.

Table 1
Number of Four-Year-Olds Attending State or Federally Funded Quality Preschool Programs 2007-2008 - 2009-2010

Program Name	**Number Served**		
	2007-2008	**2008-2009**	**2009-2010**
Head Start	4,168	4,291	Available 12/2010
Shared Visions Preschool Programs	1,733	1,443	Available 12/2010
Title I	1,820	1,693	Available 12/2010
Early Childhood Special Education	1,774	1,852	Available 12/2010
Statewide Voluntary Preschool Program for Four-Year-Olds	5,126	9,676	13,666
Total Number	**14,621**	**18,955**	**Available 12/2010**
Percentage	**37%**	**48%**	**Available 12/2010**

* Estimates could represent a duplicate count.

Because four-year-old children are served in so many settings, not all of them affiliated with a school district, getting an accurate unduplicated count is very difficult. We will continue to enhance our data collection systems in order to get a complete and unduplicated count from all state and federally funded programs, whether or not they are affiliated with a school district.

Major Initiatives

INITIATIVE 1: Implement the Statewide Voluntary Preschool Program for Four-Year-Old Children.

Purpose

Research increasingly shows the importance of quality, early learning environments in a child's development. Young children exposed to high-quality settings exhibit better language and math skills, better cognitive and social skills and better relationships with classmates than do children in lower-quality care. Evaluations of well-run early learning programs have also found that children in those environments were less likely to drop out of school, repeat grades, need special education, or get into future trouble with the law than similar children who did not have such exposure. Environments that support the stimulation and nurturing of children play a crucial role in developing the full capacity of a child to learn.

For that reason, the State Board of Education and Department sought legislation and funding to establish a SWVPP. The Department's Early Childhood Services (ECS) Bureau is implementing this program in collaboration with local districts and area education agencies (AEAs). All SWVPP programs must meet one of three standards:

- Iowa Quality Preschool Program Standards (IQPPS);
- Head Start Program Performance Standards; or
- National Association for Education of Young Children (NAEYC) Accreditation.

Activities and Accomplishments

The Department developed an application process and technical assistance guide for the SWVPP. Technical assistance sessions were provided for both the application and implementation processes. Department staff worked with AEA early childhood staff to provide ongoing technical assistance to districts implementing the SWVPP.

A total of 176 districts, including consortium districts, were awarded grants during the first three years of funding. The 2010 legislation supported awarding funding for the SWVPP to all applying, qualified districts on a prorated basis. One hundred forty six (146) applications, which included 150 school districts, were submitted for 2010-2011. All of applying districts were awarded SWVPP funds for 2010-2011 and will receive prorated funding. In 2010-2011, 89 percent of Iowa's school districts (326 districts) will offer the SWVPP.

Results

The Department continues efforts to support the SWVPP. In 2007-2008, 67 districts were awarded grants serving 5,126 four-year-old children. With the addition of the 52 districts awarded grants in 2008-2009; 9,676 four-year-old children received preschool programming. In 2009-2010, the 57 new districts brought the total number of districts providing the SWVPP to 176. These 176 districts served a total of 13,666 four-year-old children. In the final year of grant awards for the SWVPP, an additional 150 districts will combine efforts with the 176 existing districts. A total of 326 awarded districts will serve an estimated 21,354 four-year-old children. The SWVPP information is available on the Department's website.

Connections and Future Trends

There continues to be a national focus to increase access to early childhood education. In 2009, 30 percent of four-year-old children in the nation attended state-funded preschool programs. The National Institute for Early Education Research (NIEER) collects information from the 38 states that provide state-funded programs. In 2009, Iowa ranked 14 out of 38 in preschool access for four-year-old children and 29 out of 38 for the amount of state funding to preschool programming.

The Department will continue work with the AEAs to provide the necessary support to these districts and communities for implementing the SWVPP. The Department is creating an Implementation Guidance Manual and making improvements to the web-based data collection system to assist in monitoring the program.

INITIATIVE 2: Develop a comprehensive early childhood professional development system.

Purpose

In order to provide quality early childhood environments for young children, it is essential to have quality teachers providing care and education for infants, toddlers, and preschoolers.

Activities and Accomplishments

The Department's ECS Bureau provides leadership, professional development, and technical assistance to the AEA Early Childhood (EC) Leadership Network in order to enhance learning for all preschool children. The AEA EC Leadership Network consists of early childhood and early childhood special education administrators and consultants supporting the implementation of quality early childhood practices with districts and community partners.

During 2009-2010, the state-level meetings with the AEA EC Leadership Network focused on building the capacity to support the implementation of effective instruction and child assessment in preschools operated by districts and community partners. The intended outcome was to implement a statewide, multi-year professional development plan in the following areas:

- Enhance the alignment of curriculum content, classroom instruction, child assessment and systematic problem-solving;
- Identify children's strengths and areas of concern; and
- Implement effective instruction in preschool classrooms.

Each AEA invited a partner (e.g., AEA, local education agency [LEA] or Community Partner) to professional development opportunities in order to work collaboratively at the local level to

support and sustain the leadership needed to implement curriculum content, classroom instruction, and child assessment. The ECS Bureau arranged for the participation of experts in curriculum, instruction, and child assessment and provided resources to support the AEA EC Leadership Network and partners.

The Department continues to enhance Every Child Reads 3-5 in order to address the literacy needs for children in the state. A module specific to social/emotional development has been added and modules promoting literacy with infants and toddlers are in development.

The Department received state funding from the Iowa Community Empowerment Office for 2009-2010 to fund the following initiatives to enhance the components of the professional development system:

- Develop competencies and levels for early childhood professionals;
- Conduct a comprehensive workforce study of Iowa's early care and education; and
- Implement professional development and technical assistance to integrate Program-Wide Positive Behavioral Intervention Supports into preschool programs.

Results

The ECS Bureau in conjunction with the AEA EC Leadership Network participated in state-level professional development that will continue to support a comprehensive early childhood professional development system at the local level. The members of the AEA EC Leadership Network learned about a curriculum framework that focused on elements of assessment, scope and sequence, activities and instruction, and progress monitoring. Additionally, members gained an understanding of using coaching techniques to support teachers of the SWVPP and Early Childhood Special Education (ECSE) programs to effectively implement a widely-used research-based curriculum and child assessment.

The Department in conjunction with a multi-agency workgroup developed competencies and levels for early childhood professionals based on the NAEYC Personnel Preparation Standards. It was agreed that the NAEYC standards needed further definition in the form of levels and competencies in order to create pathways for early care and education as well as teaching personnel. It is anticipated the levels and competencies will lay a foundation for creating articulation.

The Department collaborated with Iowa Workforce Development to conduct a comprehensive workforce study of Iowa's early care and education. Factors impacting the quality of early childhood care were examined, including the education, training, income, benefits, and turnover of those caring for and educating our children. Program funding may impact the quality of care.

Program-Wide Positive Behavioral Intervention Supports (P-WPBIS) continues to be infused in preschool programs across the state. An online data collection and reporting system to support program implementation has been completed.

Connections and Future Trends

According to *Human Sciences Matter* (Winter 2010), the number of students pursuing degrees in Science, Technology, Engineering and Mathematics (STEM) education has flattened nationwide. Yet, in a technology based world, communities will need employees with a solid base in STEM. The ECS Bureau consultants are utilizing the knowledge and expertise of the faculty at University of Northern Iowa (UNI) and Iowa State University (ISU) that are national

leaders in STEM education. One of the collaborative efforts involves providing learning opportunities for the AEA EC Leadership Network, administrators, and teaching staff of the SWVPP and ECSE programs. The ECS Bureau has invited Barbara Dougherty, ISU professor and director of the Center for Excellence in Science, Mathematics and Engineering Education (CESMEE), to provide professional development on teaching children math from a measurement perspective. CESMEE has joined forces with leaders from other Institutes of Higher Education (IHE) to reclaim Iowa's standing as an international leader in mathematics and science education. The ECS Bureau is looking forward to partnering with Iowa's IHE to ramp up STEM education for young children.

The ECS Bureau will continue to work with the AEA EC Leadership Network to support a comprehensive early childhood professional development system at the local level. During the 2010–2011 year, the focus of professional development will be on improving instruction and assessment with an emphasis on the content areas of math and science. The involvement of the faculty from UNI and ISU will help provide the AEA EC Leadership Network with innovative and research-based teaching strategies.

INITIATIVE 3: Support implementation of the Iowa Quality Preschool Program Standards.

Purpose

If the state is to provide quality early childhood environments for its young children, it is critical to have quality standards by which to evaluate preschool programs.

Activities and Accomplishments

The IQPPS were developed by the Department to ensure the quality of preschool programs in district-funded programs. The IQPPS is derived from the NAEYC Standards and Criteria. Districts participating in the SWVPP are required to adhere to one of three program standards. The IQPPS is the program standard used by 51 out of 64 districts awarded in 2007-2008, 43 out of 49 districts awarded in 2008-2009 and 45 out of 53 districts awarded in 2009-2010. Since 2007-2008, districts are required to implement one of the three program standards in classrooms serving preschool children in special education. The Department continues to focus on providing consistent, statewide professional development to support the integrity of IQPPS implementation and the verification of programs.

Professional development for the IQPPS is supported by Department state staff and AEA staff. Newly awarded districts are required to participate in preschool orientation which provides an overview of the IQPPS ten standards with an emphasis on the required criteria. AEA early childhood consultants provide professional development to districts targeting specific essential criteria linked to the IQPPS. The Iowa Professional Development Model is utilized to generalize information from theory to practical application.

Districts participating in the SWVPP and implementing IQPPS, participate in the verification process during the second year of funding. Verification visits include SWVPP and Early Childhood Special Education classrooms, as well as other early childhood programs serving children on Individualized Education Programs (IEPs). Each IQPPS district is visited by a trained team consisting of at least one Department early childhood consultant and one AEA

early childhood consultant. The verification process consists of classroom observations, interviews, and review of documents.

The Department developed and implemented the Early Childhood Data System, a web-based software application, to enhance the Department's ability to collect data and track results of preschool programs in districts and community partners. Following an IQPPS Verification Visit, data regarding the 172 criteria specific to the district is uploaded by the Department early childhood consultant. The district responds to any deficiencies through a Corrective Action Plan process.

Results

During the 2008-2009 school year, 47 school districts received an IQPPS Verification Visit, and 43 out of 47 districts are fully-verified. Forty-six districts received an IQPPS Verification Visit in 2009-2010 and 34 out of 46 are fully-verified.

Connections and Future Trends

According to NIEER, preschool program quality is an important factor in predicting program effectiveness. NIEER ranks states based on multiple benchmarks of quality including areas monitored or required in the IQPPS. The SWVPP scored eight out of 10 benchmarks of quality, scoring equal to seven states and higher than 22 states. Benchmarks include teacher education and specialization, associate education, minimum hours of inservice training, adhering to Early Learning Standards, class sizes, adult to children ratios, screening/referral, meals and site visits. Iowa has met all but two benchmarks (meal requirement and minimum hours of professional development).

The greatest opportunities for improving the quality of early childhood programming in Iowa lie in three areas:

- Implementing and improving the quality of the SWVPP and Early Childhood Special Education Programs;
- Assuring adequate levels of compliance through the IQPPS Verification process; and
- Supporting the implementation of a statewide early childhood professional development system in conjunction with the AEAs to improve instructional strategies and program quality.

The Department continues to develop technical assistance and monitor the implementation of the SWVPP. In 2010-2011, Department staff will conduct IQPPS Verification Visits in the 46 districts that selected IQPPS. The visits assess the level of compliance with administrative rules, IQPPS criteria, and the extent of collaboration with community partners.

GOAL 2 – *All K-12 students will achieve at a high level. (K-12)*

Measures of Success

MEASURE 1: Increase the percentage of 4th, 8th, and 11th grade students achieving proficient or higher in reading and mathematics.

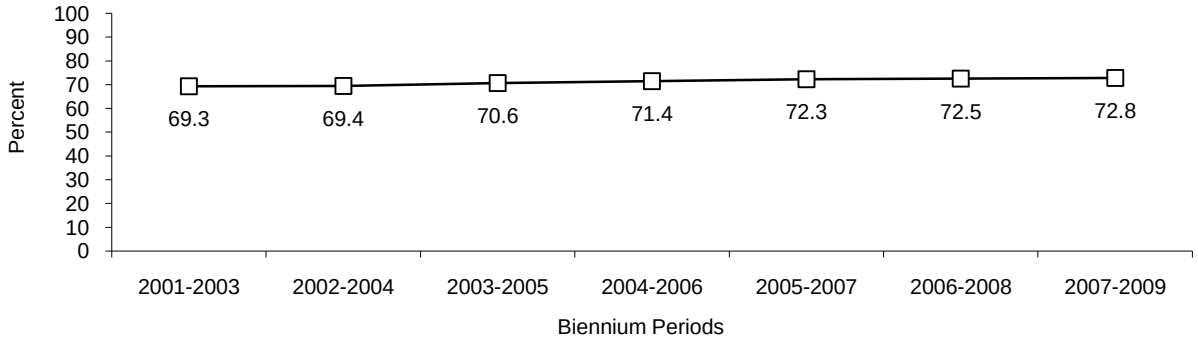
Figure 2

Percent of Iowa 4th Grade Students Proficient on ITBS Reading Comprehension Test, Biennium Periods 2001-2003 to 2007-2009

Source: Iowa Testing Programs, University of Iowa.
Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years.
A student designated as proficient can, at a minimum, do the following:
Usually understands factual information and new words in context.
Usually is able to make inferences and interpret either non-literal language or information in new contexts.
Often can determine a selection's main idea and analyze its style and structure.

Figure 3

Percent of Iowa 8th Grade Students Proficient on ITBS Reading Comprehension Test, Biennium Periods 2001-2003 to 2007-2009



Source: Iowa Testing Programs, University of Iowa.
Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years.
A student designated as proficient can, at a minimum, do the following:
Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts.
Often is able to determine a selection's main idea, identify its author's purpose or viewpoint, and analyze its style and structure.

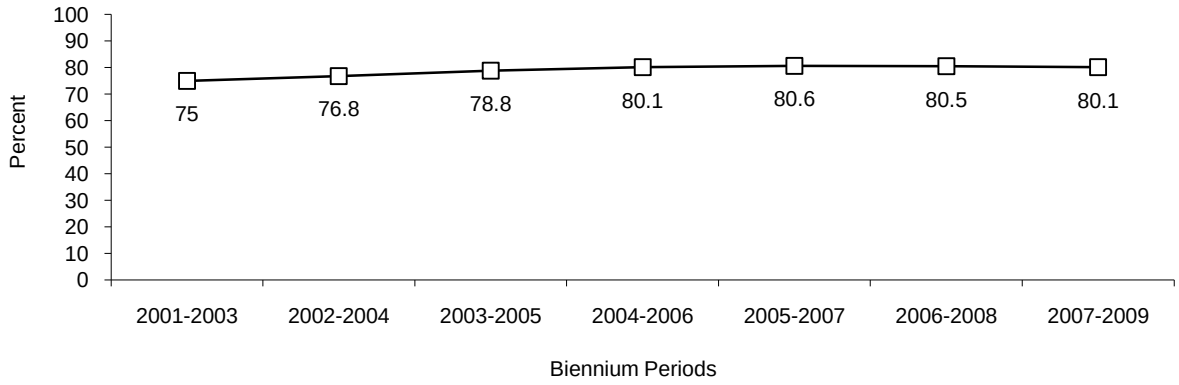
Figure 4

Percent of Iowa 11th Grade Students Proficient on ITED Reading Comprehension Test, Biennium Periods 2001-2003 to 2007-2009

Source: Iowa Testing Programs, University of Iowa.
Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years.
A student designated as proficient can, at a minimum, do the following:
Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret non-literal language; and usually is able to make generalizations from or about a text, identify author's purpose or viewpoint, and evaluate aspects of its style or structure.

Figure 5

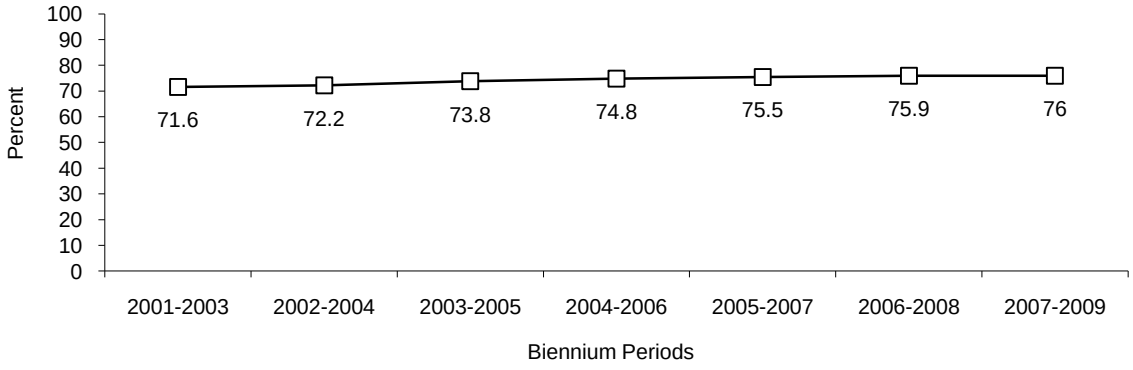
Percent of Iowa 4th Grade Students Proficient on ITBS Mathematics Test, Biennium Periods 2001-2003 to 2007-2009



Source: Iowa Testing Programs, University of Iowa.
Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years.
A student designated as proficient can, at a minimum, do the following:
Is developing an understanding of many math concepts, usually is able to solve simple and complex word problems and use estimation methods, and can interpret data from graphs and tables.

Figure 6

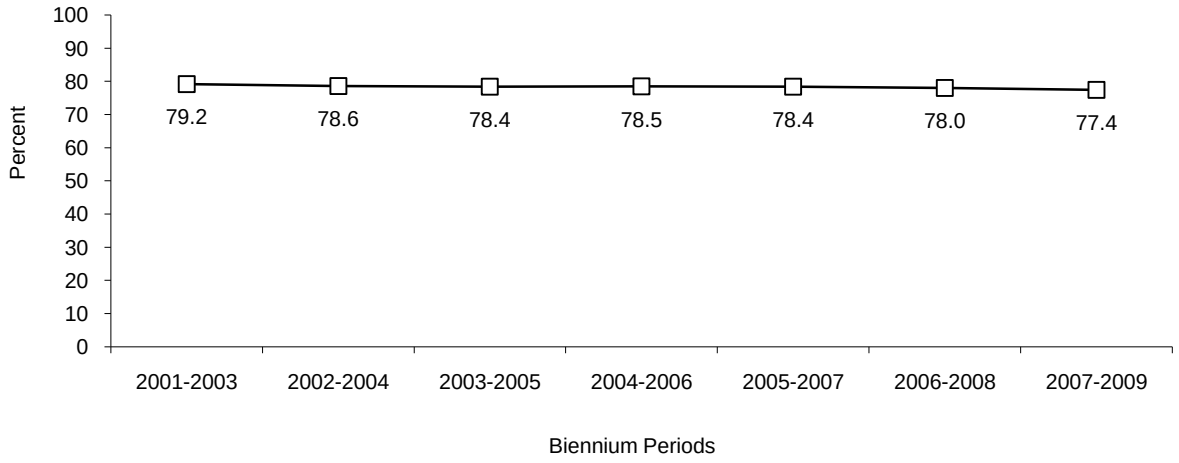
Percent of Iowa 8th Grade Students Proficient on ITBS Mathematics Test, Biennium Periods 2001-2003 to 2007-2009



Source: Iowa Testing Programs, University of Iowa.
Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years.
A student designated as proficient can, at a minimum, do the following:
Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.

Figure 7

Percent of Iowa 11th Grade Students Proficient on ITED Mathematics Test, Biennium Periods 2001-2003 to 2007-2009



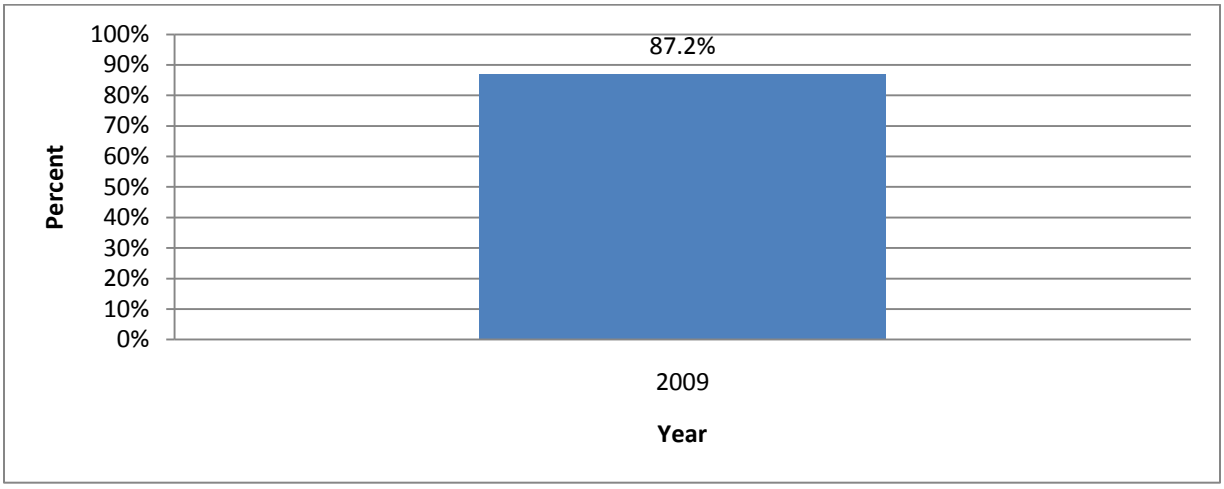
Source: Iowa Testing Programs, University of Iowa.
Note: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g. 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years.
A student designated as proficient can, at a minimum, do the following:
Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.

MEASURE 2: Increase the percentage of students who graduate from high school.

For the first time, the Department is using a formula adopted by the National Governors Association (NGA) to determine the state's high school graduation rate. The formula, which sets a new baseline for comparing future graduation rates, shows a four-year completion rate of 87.2 percent for the class of 2009.

Figure 8

Iowa Public School Graduation Rates
Graduating Class of 2009

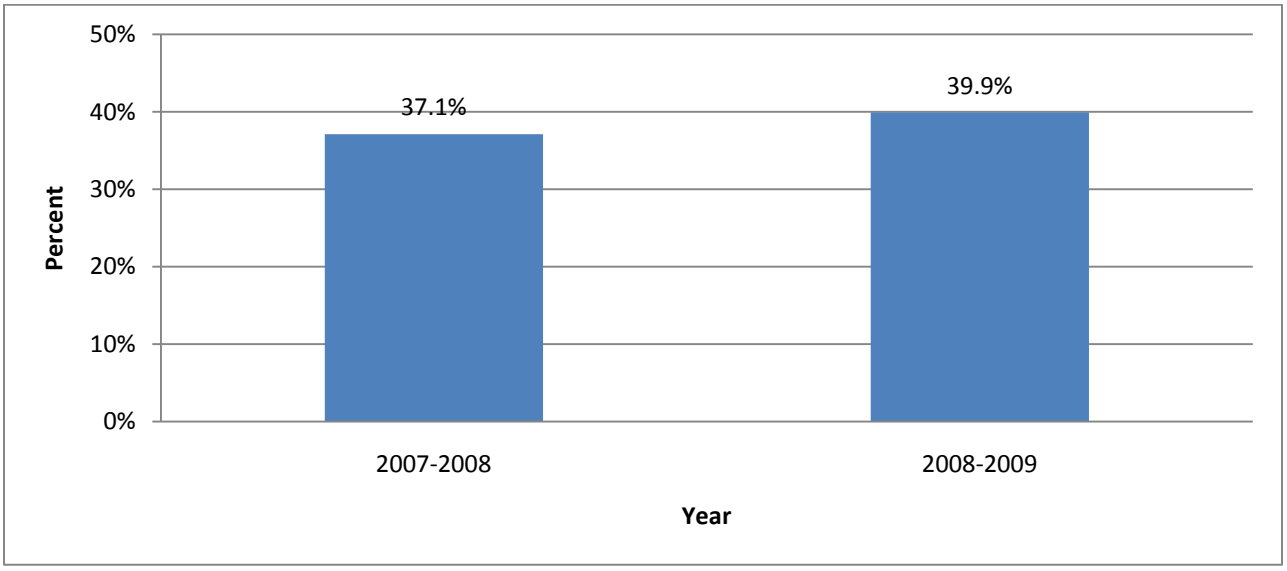


Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Project EASIER, enrollments and graduation files.

MEASURE 3: Increase the number of high school students taking advanced coursework.

Figure 9

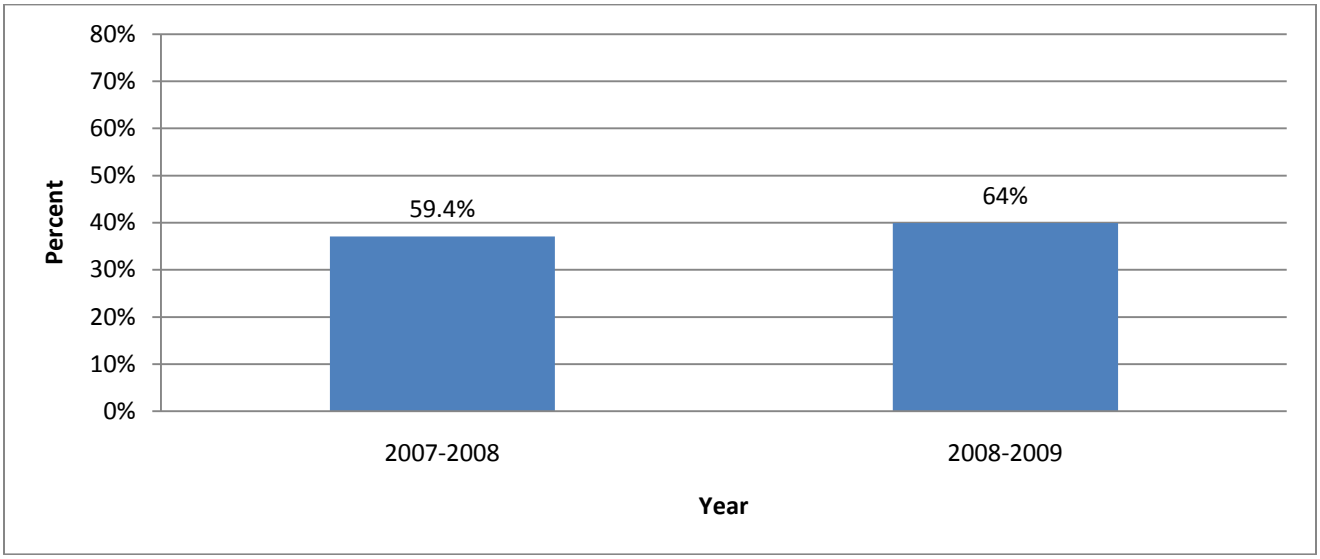
Percent of Iowa Public High School Students
Enrolled in Higher-Level Mathematics*



Source: Iowa Department of Education
Note: *Higher-Level Mathematics includes pre-calculus, calculus, trigonometry, statistics, and Advanced Placement mathematics.

Figure 10

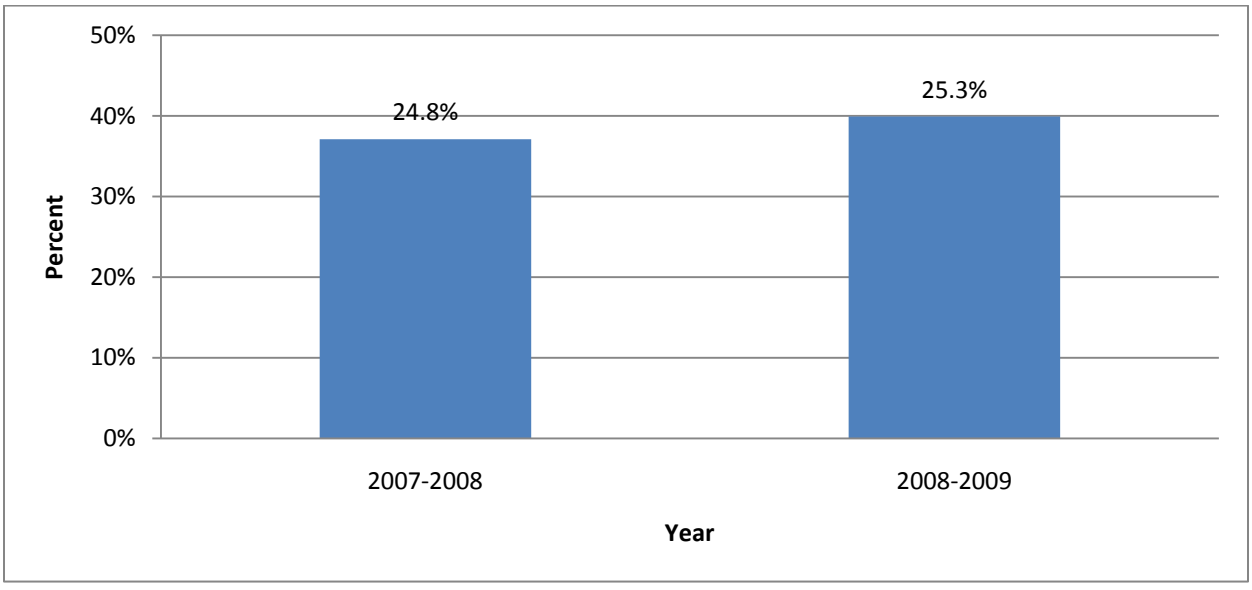
Percent of Iowa Public High School Students Enrolled in Chemistry



Source: Iowa Department of Education

Figure 11

Percent of Iowa Public High School Students Enrolled in Physics



Source: Iowa Department of Education

Major Initiatives

INITIATIVE 1: Provide professional development and technical assistance for school districts and area education agencies (AEAs) in the areas of literacy, science, mathematics, and STEM (science, technology, engineering, and math).

Reading

Purpose

The Department's professional development and technical assistance efforts are designed to engage school districts in the development and implementation of a comprehensive, quality K-12 literacy program that will improve student achievement. This effort is supported through multiple initiatives: Every Child Reads (ECR), Statewide Literacy Team (SWLT), Reading First, and the Teacher Development Academies (TDAs). The focus of these efforts is to develop and refine a professional development strategy for large-scale, building-based structured school improvement focused on accelerating the literacy achievement of every student.

The ECR K-12 effort is designed to support the implementation of a research-based comprehensive reading program. The K-12 SWLT is focused on building the capacity to meet this goal. In addition, this group supports the Department's Reading First Program that targets accelerating the reading achievement of students in kindergarten through third grade in low performing-high poverty schools so that all students are reading at grade level by the end of third grade.

The Department sponsors several TDAs that target the secondary level. The TDAs are designed to increase student achievement through quality professional development while addressing high demand content areas. Each TDA includes the design structures of Iowa's Professional Development Model. Trainers provide the theory and demonstrations, facilitate practice, and work with school teams of teachers and administrators to build opportunities for peer collaboration in the workplace to address implementation issues and analyze student performance. Two of the TDAs are specifically developed to address the high need and high demand area of adolescent reading: Concept Oriented Reading Instruction (CORI), and Second Chance Reading (SCR).

Activities and Accomplishments

Every Child Reads and the K-12/Statewide Literacy Team

Statewide Literacy Team members continued to support both Reading First and ECR schools during the 2009-2010 school years. During the 2009-2010 school year, the focus for the Team's eight days of professional development has been using inductive thinking to promote the student understanding and use of the reading-writing relationship, and promoting reading comprehension and leadership development.

Reading First

Twenty-one school districts are currently in their final year of implementation of research-based instructional strategies aimed at accelerating student achievement in reading.

Adolescent Literacy Team
The Adolescent Literacy Research and Development Team completed its work in June 2009 with its most recent focus being on writing. During the 2009-2010 school year, the Team combined with SWRT and continued its inquiry into writing expanding its effort to include the elementary levels in order to have a K-12 articulated professional development effort for schools and teachers. This year's work will culminate with the release of a sequence of professional development units for school teams focusing on improvement of instruction in writing as well as using writing in learning to read and in accessing information from various content areas.

Teacher Development Academies
Over the past five school years, Iowa's school districts have had the opportunity to participate in TDAs aimed at increasing teacher skills and student achievement. The TDAs feature research-based content and are designed to support local school districts and AEAs in offering professional development based on the Iowa Professional Development Model. The four academies that focus on reading include:

Concept-Oriented Reading Instruction (CORI): This academy engages upper elementary and middle school teams in a research-based classroom instructional model emphasizing reading engagement, reading comprehension, and conceptual learning in science and other content areas in order to improve reading achievement. To date, teams from four schools representing four school districts have participated in CORI. At the beginning of the 2009-2010 school year, the state has three individuals who are recognized as trainers and an additional two to three individuals beginning the sequence to be trainers.

Second Chance Reading (SCR): This program provides a specific course for struggling readers at the middle and high school levels. To date, 42 school buildings from 23 school districts have participated in SCR. SCR has continued to expand throughout Iowa. During the 2009-2010 school year, Department and AEA-sponsored in-state trainers have continued to expand the program to more middle school and high school teachers. During the 2009-2010 school year, all the training for schools new to the SCR program was provided to the school teams by Iowa trainers. The focus of the Department's efforts with this program continues to be the development and maintenance of the SCR trainer network.

Picture Word Inductive Model (PWIM): This model emphasizes reading, writing, listening, and comprehension as tools for thinking, learning, and sharing ideas. Elementary teachers learn to use pictures containing familiar objects, actions and scenes to draw out words from children's listening and speaking vocabularies and help students discover phonetic and structural principles present in those words. The next step is to then apply these skills in writing, again using pictures as one means of generating ideas to be expressed in writing. The Department supported this for the second year during the 2009-2010 school year.

Results

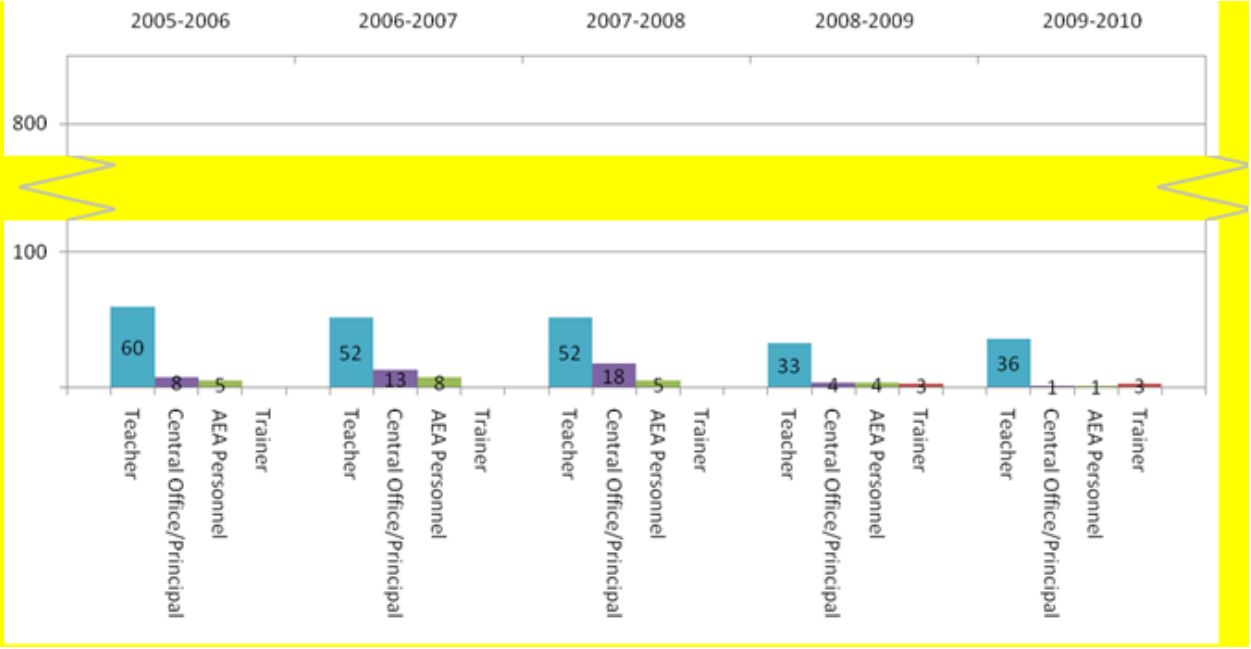
Teacher Development Academies: The focus for TDAs this year was on participation to see how wide spread the initiatives were throughout the state.

Concept Oriented Reading Instruction (CORI)
During 2005–2006, CORI commenced in five districts within five different AEAs in Iowa. The next year, AEA 8 added two districts and AEA 11 added one new district. However, CORI added no new districts during 2007–2008 or 2009–2010. One district added a middle school associated with an elementary school during 2008–2009.

Only one of the districts that started during 2005–2006 remained in CORI. Two districts that started during 2006–2007 remained in the program. However, in one of those districts, the elementary buildings that started during 2006–2007 are no longer in the program; CORI started in that district's middle school during 2009–2010.

Personnel Analysis
CORI Personnel Counts charts year-by-year changes for teachers, administrators, AEA personnel, and trainers. The decline in CORI personnel has mirrored the decline in buildings. However, it should be noted that in each extant CORI building, there are at least six CORI teachers supporting each other internally, even though support from the building administration and the AEAs has not been sustained.

Figure 12
Number 2005-2010 CORI Personnel Counts



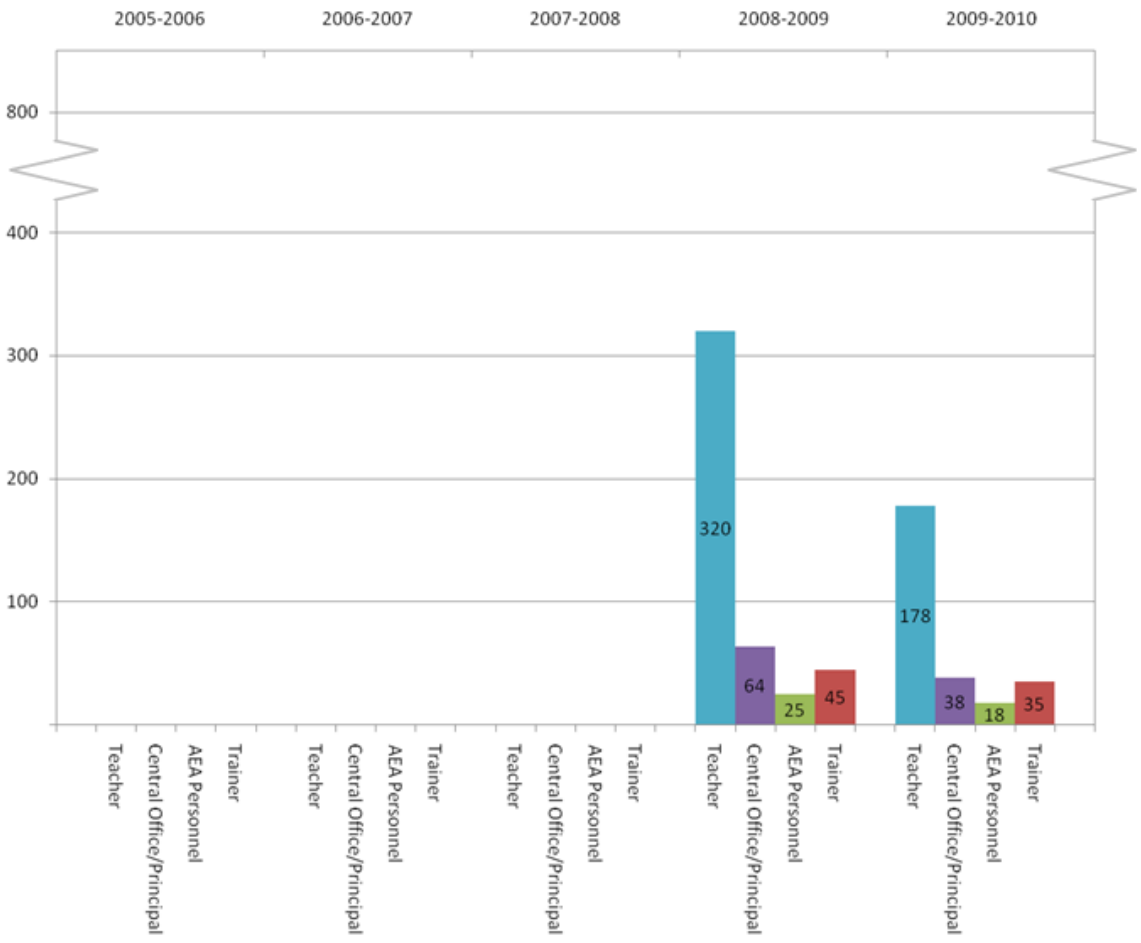
Picture Word Inductive Model (PWIM)
During PWIM's first year in Iowa, the initiative was in 53 elementary/middle school buildings in 41 districts. All of the Iowa AEAs but one (AEA 9: Mississippi Bend) had the program in at least one building in the district. Of those 41 districts, 25 of them (with an associated 29 buildings) continued the program for a second year. One new district (two buildings) was picked up for 2009–2010. Despite the 37 percent drop in districts, PWIM was still used in at least one district in eight of the 10 Iowa AEAs.

Personnel Analysis

PWIM Personnel Counts charts year-by-year changes for teachers, administrators, AEA personnel, and trainers. Mirroring the decline in buildings, the number of teachers involved with PWIM dropped 44 percent. A similar decline occurred with the number of principals. The number of AEA personnel involved dropped by seven.

Figure 13

Number 2008-2010 PWIM Personnel Counts

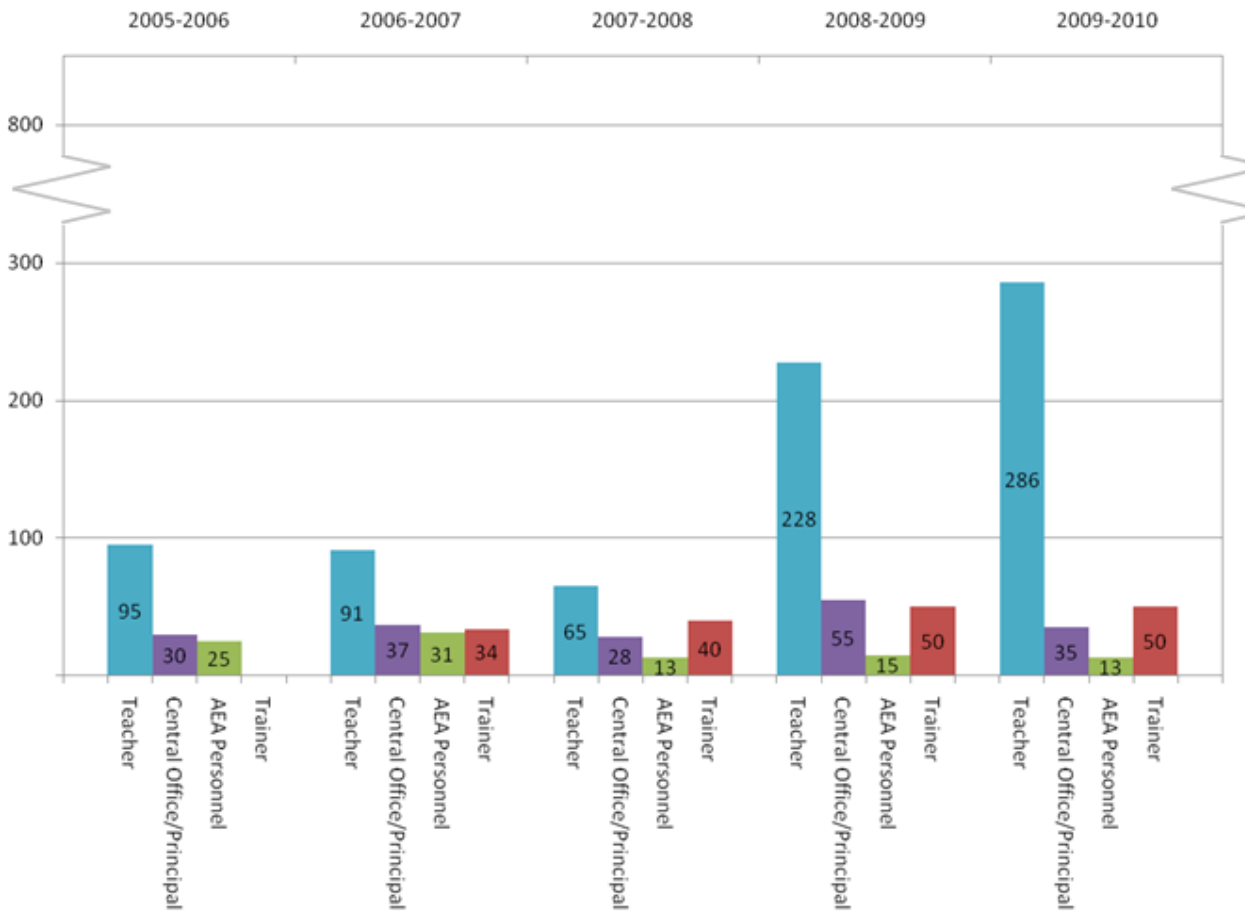


Second Chance Reading (SCR)
Since its start in 2005, it is believed that very few SCR buildings have dropped out of the initiative. At a minimum, 23 new districts have started SCR in each of the four subsequent years, showing the strong growth of the initiative.

Personnel Analysis
SCR Personnel Counts charts year-by-year changes for teachers, administrators, AEA personnel, and trainers.

Personnel analysis for SCR is based on AEA-reported numbers for 2005–2008 and on the participation database for the past two years. The numbers for the past two years show teacher growth as being consistent with building growth. The numbers of AEA personnel and trainers have been relatively unchanged for the past two years.

Figure 14
Number 2005-2010 SCR Personnel Counts



Connections and Future Trends

Currently, baseline data for these initiatives is being collected for each student K-12 in Project EASIER. This information will allow the Department to have access to Iowa Testing information as well as demographic information for each student.

A Literacy Leadership Team will begin the work of developing a K-12 statewide literacy plan that will include essential content, research-based instructional practices, effective assessment use and desired student outcomes. This group will also align existing and new literacy development to the Iowa Core.

Science

Purpose

For science, the Department has concluded Phase 1 of a K-12 professional development sequence for AEA and school district science teacher-leaders referred to as Every Learner Inquires (ELI). In 2009-2010, the effort entered its fourth year of a four-year sequence designed to accelerate student achievement in science. The goals for the effort were:

Student Learning Goal: Improve science learning for all K-12 students in the state.
Teacher Learning Goal: Build teacher leadership and content expertise within the system.
Teacher Practice Goal: Implement inquiry-based instruction.
Organizational Goal: Establish a structure that sustains the implementation of inquiry as an approach to effective instruction.

Activities and Accomplishments

ELI provided AEA-based teams with a two-day summer institute followed by four full-day professional development workshops distributed across the 2009-2010 school year. The focus this year was assessment, public engagement, and scientific concept development. The goals for Year 4 focused on helping participants with their:

- Understanding how the essential features of classroom inquiry maintain integrity within the Iowa Core;
- Ability to conceptualize "Big Ideas" in science instruction;
- Ability to differentiate instruction;
- Ability to evaluate student work products from inquiry-based lessons; and
- Ability to engage community stakeholders in science education reform.

Results

Professional Development

- *Workshop Quality.* ELI survey respondents reported the workshops were of high quality. Suggestions to improve the workshops focused on session logistics, including technical issues and the use of time.
- *Workshop Relevance.* Participants in the workshops reported the sessions were useful and relevant for their work. Respondents appreciated receiving and working on materials and strategies for the classroom, and several suggested incorporating more time to meet with teams regarding the scale-up. Respondents also reported needing more assistance integrating what they learned into classroom instruction.
- *Teacher Learning.* Participants rated the impact of the workshops on understanding how the learning cycle related to inquiry, ability to embed concepts using inquiry pedagogy, ability to use curriculum topic study (CTS) in planning instruction, ability to differentiate instruction, and ability to evaluate student work products. Teachers generally indicated that the workshops positively impacted their learning to at least a moderate extent, with

the highest percentage of positive responses in September. When identifying areas in which they need more assistance, several teachers mentioned the integration of science concepts, CTS, the learning cycle, formative assessment probes, and teaching for learner differences.

Progress With Scale-Up

- *Goals.* The six AEA leaders who shared goals for the scale-up all reported similar objectives: introduce teachers to inquiry and prepare them to implement inquiry in classrooms.
- *Plans.* Articulation of the plans vary greatly among AEAs, with some leaders describing specific participants and activities for the current school year, and others having only a loose idea of what the scale-up will entail.
- *Implementation.* Six of the six teams were currently implementing their scale-up plans, conducting at least one scale-up session with their intended participants.
- *Breadth.* The teams offered building and region-wide professional development activities.
- *Targeted Participants.* Participants were targeted in different ways. Most of the AEA workshops were open to all interested science teachers. Some AEAs are utilizing teachers already trained in inquiry to serve as local school-based trainers of other teachers.
- *Professional Development Format.* For the most part, the scheduling of professional development activities reflects the workshop model currently being offered by the Department. Workshop activities emphasized small-groups working within a collaborative format. Similarly, AEA teams generally planned to use a lesson study approach during workshops, where teachers reflected and analyzed an inquiry-based lesson with fellow teachers. Some AEAs reported observing classrooms personally or by way of technology. Descriptive feedback was provided to participants being observed.
- *Support for the Scale-Up.* Overall, AEA teams are not collaborating with one another in the scale-up effort. The Department provided the ELI workshop content with related materials. Materials and plans need more formalized organizational effort. The AEA Directors have requested a more uniform implementation from one region to the next.
- *Successes.* AEA teams that have begun implementing their plans cite the positive feedback from their participants and their adoption of inquiry practices as the hallmarks of success. Some teams also report that their program is a success based on the large base of participants.
- *Challenges.* When asked about challenges to achieving the program's goals, AEA leaders and workshop participants frequently mentioned a lack of time for planning and implementing inquiry and the scale-up. The other most prevalent challenge was confusion about how to implement the scale-up and the lack of clear guidance. Finally, several AEA leaders and participants indicated that schools and teachers are reluctant to launch an initiative for inquiry while struggling to implement the Iowa Core. A central focus of the initiative this year has been to create transparency between the Iowa Core Characteristics of Effective Instruction and inquiry instruction.

Connections and Future Trends

Planning is underway for:

- Reorganization of text resources on a website to be accessed by science education staff in the state;

- A statewide professional development opportunity for science educators surrounding assessment for learning;
- The creation of a statewide science leadership team;
- STEM statewide strategic plan;
- Statewide Environmental Literacy Plan; and
- "Quarterly Conversations" for AEA Science Leadership and Urban Network Science Leadership

Mathematics

Purpose

The Department's professional development efforts in mathematics are organized around Every Student Counts (ESC) and the TDA – Cognitively Guided Instruction (CGI). The goal is to develop the capacity to provide quality professional development and technical assistance to schools focusing on improving student achievement in mathematics. Both initiatives offer opportunities for participants to see connections to the implementation of Iowa Core Mathematics.

Activities and Accomplishments

ESC is completing its sixth year of professional development for AEA and Urban Network math teams. The 2009-2010 year's focus continued to be assessment for learning and the Iowa Core Mathematics essential concepts and skills. This year, the three levels of professional development, elementary, middle and high school were reduced to K-8 and 9-12 levels with three days of professional development at each level and one day devoted to K-12. The effort continued to emphasize teaching for understanding, using problem-based instructional tasks and meaningful distributed practice as vehicles for improving instruction.

CGI continued to be offered to new school teams as well as school teams in their second year of development during the 2010-2011 school year. Because of demand from schools, the Department will again provide CGI training to additional school teams through the 2010-2011 school year. The Department continued to provide additional support to a cadre of individuals as potential in-state CGI trainers. By August 2011, Iowa should have a group of 60 educators recognized as certified CGI trainers.

Results

Beginning in August of 2006, all AEAs began offering ESC professional development. The work of the AEA teams has expanded to include more schools and more teachers during the 2009-2010 school year. At the AEA and district level, 432 educators were attending professional development during the 2009-2010 school year with 194 buildings represented and 88 districts. All AEAs were engaged in delivering ESC as professional development during the 2009-2010 school year.

Information from schools, students, and teachers participating in ESC is currently being validated and analyzed by Department and AEA staff. The Department is beginning work on a case study of the Dubuque School District as an ESC District. There are future plans to also do a case study with one of the participating AEAs.

Fifteen schools representing 12 districts are currently participating in the CGI professional development sequence. Participants include 65 teachers, 16 AEA personnel, 11 central office/principals, and 42 trainers. These persons participated in training to improve mathematical

performance of students, experienced job embedded learning, and collected and participated in evaluation and documentation of learning. Information from participants and students regarding the effectiveness of the training, the implementation of instructional strategies, and student data and experiences continues to be collected. A final report has been prepared. Additionally, information is currently being analyzed to create CGI probes for use in the instructional decision making process for K-5 classrooms.

Connections and Future Trends

ESC will not be offered as professional development at the state level beginning the fall of 2010. It is the expectation that the AEAs will continue to offer the professional development to the districts they serve. The Department will continue to provide support to the AEA and Urban Network math teams in several ways including updating of the ESC website. The Department is also going to form a Mathematics Leadership Team that will begin meeting during the fall of 2010. Several math leaders who were ESC participants are expected to be part of this team. One of the key topics for the coming year will be the Common Core Mathematics Standards and the Iowa Core Mathematics Standards.

The demand for school participation in the CGI professional development sequence is continuing. The development of 60 in-state individuals as certified trainers will allow the AEAs and Department to more effectively respond to elementary school needs in mathematics. At the same time, the number of schools involved with ESC has increased. This circumstance has prompted the Department to conduct a thorough review of each effort. One part of the review will investigate whether to engage in CGI for middle schools. One LEA will be sponsoring a program for math teachers of students in grades 4 to 8.

Efforts Crossing Content Areas
Authentic Intellectual Work

Purpose

Iowa began its journey with Authentic Intellectual Work (AIW) in September 2007. Working in collaboration with Drs. Fred Newmann, Dana Carmichael, and Bruce King, the Department began supporting high school administrator and teacher teams to improve instruction and student learning through the application of AIW, a professional development program designed to prepare students to successfully respond to the challenges of the modern world and workplace.

AIW is defined by three criteria: *construction of knowledge* through *disciplined inquiry* to produce discourse, products, and performance that have *value beyond school*. The AIW framework establishes criteria for teaching that:

- Maximize expectations of intellectual challenge for all students;
- Increase student interest in academic work;
- Support teachers in teaching for in-depth understanding rather than superficial coverage of material; and
- Provide a common conception of student intellectual work that promotes professional community among teachers of different grade levels and subjects.

Activities and Accomplishments

A certain indicator of the success of the AIW program in Iowa is its rapid growth. Stemming largely from "word of mouth advertising" from one teacher to another, AIW has experienced

dramatic growth during its three years of implementation in the state. During its initial year, teams from nine schools included 76 teachers who participated in the program. During 2008-09, an additional 165 teachers joined their peers in implementing AIW at those nine schools and teams from 11 other high schools began professional development in AIW, bringing the total number of teachers participating to 336. Expansion in schools already practicing AIW, into other schools within those districts, and the addition of 12 new schools brought the total of teachers participating in AIW during the 2009-10 school year to 1,102. This makes AIW the largest Department supported professional development initiative in the state. Next year's plans include adding new schools and expanding the numbers of teachers included at existing AIW sites.

Efforts are also being made to make Iowa self-sustaining in AIW. At present, 12 AEA and Department consultants been trained as AIW coaches. New coaches will be trained during the summer. The intent is to develop a cadre of coaches within each AEA to provide this service to districts.

Results

Statewide, student baseline data have been collected and will be compared in the future as the number of teachers using AIW to design instruction and assessment tasks increases.

Data have been collected and analyzed from eight districts that participated in the AIW initiative. The following data demonstrate evidence of the expected increase in student achievement for all participating schools. Average growth in student proficiency in the Green Hills AEA (formerly AEAs 13 and 14) year three participants since beginning AIW is as follows (based on the standardized Iowa Tests): growth of 3 percent in literacy, 4 percent in mathematics, 5 percent in science, and 4 percent in social studies. In addition to increased proficiency, there was a reduction in gaps in the disaggregated groups of both special education and low socioeconomic status (SES). The special education gap decreased by 20 percent in literacy and 6 percent in mathematics. The SES group reduction was 10 percent in literacy, 2 percent in mathematics, 6 percent in science, and 11 percent in social studies. These achievement data have been compared with similar schools in Green Hills not involved with AIW. The comparison schools were selected by identifying similar sized districts with similar demographics. The AIW treatment group scored 4 percent higher in literacy, 4 percent higher in math, and 1 percent higher in social studies than the comparison group. Additionally, data indicates that 100 percent of the teachers in these eight AIW schools have engaged in building-wide AIW professional development and implemented authentic lessons and instruction.

As a further example, one of the rural third-year schools reports the following results since beginning participation in the AIW initiative: on the Iowa Tests of Educational Development, overall 9-12 reading proficiency increased by 9 percent, the special education gap decreased by 36 percent, and the SES gap decreased by 11 percent. In addition, for the 77 percent of the seniors taking the ACT, the average composite was 23.6, above the state average of 22.4.

Since many Iowa schools are only beginning the AIW initiative, we expect improved student achievement as their journeys continue.

Connections and Future Trends

The United States Department of Education has created the Investing in Innovation Fund, also known as "i3," a $650 million grant program that's designed to fund "the development of path-breaking new ideas, the validation of approaches that have demonstrated promise, and the

scale-up of the nation's most successful and proven education innovations." Green Hills AEA, in partnership with the Department, AEAs, and Drs. Newmann, King, and Carmichael, has applied for a $17 million i3 grant.

If funded, the grant would fund AIW-Iowa, a project with four major activity strands: 1) implementation following an organized four-year plan: 400 Iowa school building teams can join the AIW initiative over this four-year period. Over the course of the project, 62,189 students may engage in more meaningful learning through AIW; 2) Internal capacity will be built at the local, regional, and state level by providing additional training to administrators, adding 40 new AIW coaches, 80 liaisons, and 100 lead educators across the state; 3) Teams of educators will develop common assessments, K-12, aligned to both the AIW standards and the Iowa Core/Common Core Standards. This strand has the potential to impact all Iowa teachers and students, 34,700 teachers and 510,900 students; and 4) Virtual Learning Networks will partner with nonprofit organizations to develop unique interdisciplinary learning opportunities grounded in the AIW standard, *Value Beyond School.*

Formative Assessment

Purpose

In support of improving instruction of the Iowa Core, the Department has pursued the area of formative assessment for improving teacher decisions regarding student learning and instruction. The goals for district and school collaborative teams of teachers and administrators are to:

- Learn about and implement the process of formative assessment and the essential elements of the process;
- Learn about and employ criteria for selecting quality tools and protocols for the formative assessment process; and
- Develop an understanding of the theoretical and research base for formative assessment, and the improved results for students that can be achieved when efforts focus on assessment for learning (formative) as opposed to assessment of learning (summative).

Additionally, the effort will prepare an in-state cadre of individuals as trainers and technical assistance providers.

Activities and Accomplishments

During the 2009-2010 school year, the Department focused on providing professional development for consultants from each AEA, 17 LEA partner teams, pre-service educators from institutions of higher education, and cross-bureau Department consultants. The project had four objectives: 1) to deepen participants' understanding of the formative assessment process; 2) to build capacity for participants to deliver professional development on formative assessment; 3) to assist the Department in developing a professional development sequence for collaborative learning teams; and 4) to determine the feasibility of providing the content in an on-line format. For a second year, the Department capitalized on the expertise of Margaret Heritage, Assistant Director - Professional Development at the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at UCLA, for facilitation of the content. Dr Heritage, along with Ellen Osmundson, Senior Researcher for CRESST; Kim Malenoski, Associate Director, North Central Comprehensive Center - Mid-Continent Regional Educational Laboratory; and Anne Tweed, Director, North Central Comprehensive Center; provided

professional development to the team of individuals. Planning of processes and the development of materials was lead by a Department consultant and a professor from The University of Iowa. The statewide Work Group membership represented expertise in the area of formative assessment and included the facilitators, consultants from five AEAs, three higher education educators, and two classroom teachers.

Results

The most significant effort of the Work Group was the deep understanding exhibited by the participants and evidenced through an ongoing evaluation process of each module. Although participants found some modules to include more new learning than others, an analysis of the module data clearly indicated that the content addresses current issues facing their work and enhanced their understanding of formative assessment.

Additionally, Learning Point Associates conducted both pre- and post evaluation surveys of the participants learning and implementation of formative assessment processes. The analysis of the survey results will be available in late June.

Connections and Future Trends

Beginning in early July, the development of a professional development sequence for school teams as well as the preparation of a training sequence to develop in-state expert trainers and technical assistance providers will begin. This professional development sequence for school teams will be available online beginning August 2010 and be developed to support collaborative learning communities with modules that include facilitators' guides, structured agendas, print resources, practice profiles for teachers to use as self-assessment, and video resources. During the 2010-2011 school year, the aforementioned training materials will continue to be developed and revised based on ongoing evaluation of the materials and the effectiveness of implementation of formative assessment practices in the classroom.

Additional materials on formative assessment are being developed to support the work around the Iowa Core for 2010-2011. For an overview of the characteristics of effective instruction, an updated literature review, a brief, and an innovation configuration map has been developed on formative assessment. Also, an online overview, similar to Iowa Core 101, is being planned to provide participants with an introductory level of understanding prior to engaging in the collaborative learning communities, which will provide the deeper understanding of the formative assessment process.

INITIATIVE 2: Expand high school reform efforts utilizing a network of AEA trainers to help districts implement the Iowa Core and address the needs of struggling learners.

Purpose

The purpose for the Iowa Core is to ensure the success of each and every student by providing a world-class curriculum. The Core is designed to improve achievement of all students, preparing them for the world of work and lifelong learning.

Activities and Accomplishments

The Department's support has focused on the following:

- Supporting districts and schools in reviewing current practices to support the effective implementation of the Iowa Core through a self study;

- Sustaining a statewide Network to support districts and schools in the development of implementation plans for the Iowa Core;
- Identifying and developing a common understanding of the Characteristics of Effective Instruction among Network members;
- Developing statewide expertise in effective alignment practices to support the integration of the Iowa Core essential concepts and skills into classroom instruction;
- Retooling the Iowa Core Steering Committee governance structure consisting of AEA and Department leadership to more effectively guide the development and implementation of the Iowa Core; and
- Funding and additional technical assistance for implementation of the Iowa Core.

Supporting the development of Iowa Core implementation plans
The Iowa Core Network, consisting of teams from each AEA, has continued to meet throughout the past year. Important outcomes for this past year have included developing the capacity of this Network to deliver technical assistance to districts and schools in the development of Iowa Core Implementation Plans. Although legislation only requires districts to submit plans for grades 9-12 by July 1, 2010, most districts have developed K-12 plans during the past year. To facilitate this work, a self study was developed to assist districts in reflecting on their current status while establishing baseline data to measure their ongoing progress as implementation continues.

A review process for implementation plans has also been determined. This review will consist of two steps: a regulatory review done by Department personnel to ensure that each plan meets legislative requirements, and a peer review. The intent is to conduct a collaborative process facilitated by Iowa Core Network members in which two district leadership teams provide and receive feedback of their Iowa Core Implementation Plans.

The Department has integrated the requirements of the core curriculum and career plans for every eighth grader. These plans require each high school student to graduate having completed four years of English/language arts, three years of social studies, three years of science, and three years of mathematics. Using national and state guidelines, effective practice research and input from AEA and LEA staff, technical assistance has been provided to enable districts to successfully implement the eighth grade plan.

Developing a common understanding of the characteristics of effective instruction
Five Characteristics of Effective Instruction have been established. They are:

- Teaching for Understanding;
- Assessment for Learning;
- Student-Centered Classrooms;
- Rigor and Relevance; and
- Teaching for Learning Differences.

Foundational reviews of each characteristic have been drafted; critical attributes and a short definition have been identified for each. Network members have validated the characteristics through discussion of their application after observing actual classroom situations during a fall institute held at Malcolm Price Laboratory School at UNI last September.

Additionally, AEA teams of consultants and an LEA Partner Team participated in eight Assessment for Learning (AfL) modules. Participants have built a collective understanding of how teachers are able to design lessons, implement instructional practices, determine essential

content, and create positive learning cultures in their classrooms through effective AfL practices. Participates have extended their knowledge through the use of a social networking site to enhance ongoing statewide discussion of AfL.

Developing statewide expertise in alignment to support the effective implementation of the Iowa Core

In addition to a number of days of technical assistance provided to the Iowa Core Network to build their capacity to support districts in aligning their enacted curriculum to the essential concepts and skills of the Iowa Core, a Statewide Alignment Network has been established. This team consists of one person from each AEA who has worked throughout the year to develop deeper capacity to support districts in accomplishing this outcome: *District leaders and other educators monitor and use data to increase the degree of alignment of each and every student's enacted curriculum and other relevant educational opportunities to the Iowa Core Curriculum (intended curriculum).* This Network has been supported through online tools.

Funding and technical assistance for implementation

The legislature allocated $8.5 million to districts for the implementation of the Iowa Core and American Recovery and Reinvestment Act (ARRA) funds contributed another $2 million. This funding allowed districts to send representatives to training opportunities and to enhance district professional development in the content areas of literacy, mathematics, science, social studies, and 21st century skills.

Results

The activities and accomplishments described above are in the implementation stage; thus, any impact on student participation in rigorous, relevant coursework that prepares them for postsecondary learning and employment cannot be expected for a number of years. There are, however, indicators that can be used as baseline measures to determine the ultimate effect of Department activities. These measures include: graduation rates, percentage of students intending to pursue postsecondary education, percentage of students scoring above 20 on the ACT, percentage of students completing a core curriculum, and student satisfaction with their high school preparation.

The graduation rate for the total population has been relatively stable since 2000 (90.5 percent in 2007), however, trend lines vary for different ethnic subgroups. Districts reported that 84.2 percent of their graduates planned to pursue postsecondary education after high school. The trend line for percentage of students scoring 20 or higher on the ACT is stable (72.8 percent in 2008).

Connections and Future Trends

The Iowa Core roll-out for 2010-11will include support to the LEAs in the following broad areas:

- Alignment – An online assessment tool will be made available for district and school use and the Iowa Core Network will be poised to assist districts to effectively use this tool to ensure that each essential concept and skill is embedded within each Iowa student's enacted curriculum. The Statewide Alignment Network will continue to build capacity to extend and improve alignment work in future years.
- Professional Development for Teachers – A professional development series for collaborative learning teams will be available for districts and schools. These series will focus on three important aspects of the Iowa Core: the essential concepts and skills, the Characteristics of Effective Instruction, and the Universal Constructs (critical

thinking, effective communication, creativity, collaboration, flexibility/adaptability, and initiative/productivity).
- Continuous improvement of the Iowa Core implementation facilitated through the plan review process.

Another important area for future work is study of the Common Core and its impact and relationship to the Iowa Core in the areas of literacy and mathematics. Teams consisting and AEA and LEA representatives will be engaged in this review.

INITIATIVE 3: Improve the quality of teaching and school leadership.

Teaching

Purpose

The Student Achievement and Teacher Quality Program was established in 2001. The intent of the program is to acknowledge that outstanding teachers are a key component in student success. The program's goals are to enhance student achievement by redesigning teachers' professional development to improve instruction, provide mentoring and induction structures to attract and retain high performing teachers, develop teacher evaluation processes to build teacher capacity, and pilot a project to determine the efficacy of team-based variable pay. The design of the Teacher Quality Program is based on the principle that investing in the professional growth of teachers will result in improved instruction, and improved instruction will yield gains in student achievement.

Activities and Accomplishments

Teacher Quality Committees

The Department has served a critical role helping local districts implement the new requirement to establish Teacher Quality Committees (TQCs) in each local district to make decisions and recommendations pertaining to professional development. In August 2008, four regional workshops were offered to prepare TQCs. These sessions were attended by 1,283 school administrators and teachers representing 229 school districts. Districts unable to attend were provided with a DVD of the session. In March, a similar session was provided to AEAs. Every AEA participated. The Department continues to support TQCs by working with them as questions arise.

Professional Development Model and Content Network

The Iowa Professional Development Model (IPDM) provides guidance to local districts as they design and implement district and school-wide professional development. The technical guide for the IPDM has been updated and posted to the Department website.

The Department Content Network website was designed to help school districts identify content for implementing the district career development plan, and now the required building plans. The Content Network website organizes research in the areas of reading, mathematics, and science. This site does not include recommendations for specific strategies, programs, products, or trainers to deliver content based on the findings. Rather, it provides resources for districts to identify possible instructional strategies or instructional model matches to their student needs. When compared with their data, districts should be able to match the area of need to potential professional development content options. Summaries of the available and reported research have been developed and are ready for posting to the Content Network website.

Teacher Development Academies
The Teacher Development Academies (TDAs) are a series of professional development opportunities available to teams from public schools. Each TDA features research based content and is designed to support local school districts and AEAs in offering professional development that is grounded in research and based on the Iowa Professional Development Model.

The target audience for the TDAs is local school teams that include the teachers, principals, and central office personnel from Iowa's school districts and AEA consultants who participate with a specific school team.

The purposes of the TDAs are:

- To increase student achievement through quality professional development;
- To improve local district access to qualified trainers in high demand content areas (reading, mathematics and science);
- To increase the number of teachers and consultants with expertise in specific academic content areas and skills in delivering professional development opportunities;
- To support and complement existing Teacher Quality Program efforts by adding to the pool of available trainers in Iowa; and
- To support LEA implementation of District Career Development Plans.

The Department provided the following Academies during the 2008-2009 school year: Second Chance Reading (SCR), Concept Oriented Reading Instruction (CORI), Question Answer Relationships (QAR), Cognitively Guided Instruction (CGI), Picture Word Inductive Model (PWIM), Lexile, and Authentic Intellectual Work (AIW). Each academy provided from seven to eight days of training distributed through the summer of 2008 and the 2008-2009 school year.

Expert external trainers for the Academies work with teachers and their administrators to develop school-based collaborative learning teams, design formative data collection for student performance and implementation, and assist with analysis strategies for both formative and summative data. Web-based procedures for reporting student results are in place. As part of the ongoing effort to build statewide capacity to provide local districts with quality professional development, five of the Academies (CORI, CGI, AIW, SCR, QAR) are preparing select participants to serve as in-state trainers. These individuals meet rigorous selection criteria and engage in additional intensive training. Networks are in place to support the ongoing development of the trainers. In-state trainers are now in place and prepared to provide training and technical assistance for these Academies.

The content offered in the TDAs is selected to assist local districts in providing training to implement District Career Development Plans. The content is determined by analyzing statewide student achievement data and District Career Development Plans across the state. More information about Teacher Development Academies and results can be found under Goal 2, Initiative 1, in this document.

The Teacher Mentoring and Induction Program
The Teacher Mentoring and Induction Program was first implemented in the 2001-2002 school year. The purposes of teacher mentoring and induction are:

- To recruit and retain teachers new to the profession;
- To ensure high quality teachers in the classroom;
- To promote excellence in teaching;
- To enhance student achievement;

- To build a supportive environment within school districts;
- To increase the retention of promising beginning educators;
- To promote the personal and professional well being of classroom educators; and
- To support continuous improvement.

A quality educator induction program:

- Explains district, building, departmental, and grade level policies, procedures, and expectations;
- Establishes a balance between entering an established community with conventional practices and developing new kinds of teaching that advance student learning;
- Promotes continued professional learning through reflective practice and professional conversations about teaching; and
- Aids in the retention of new teachers in the profession

A variety of support mechanisms are in place to provide technical assistance to local education agencies and AEAs with the Mentoring and Induction program:

- **Mentoring and Induction Institute:** The Mentoring and Induction Institute offers the Mildred Middleton Crystal Key Award for Outstanding Mentoring and for Outstanding Leadership in a Mentoring and Induction program in the state of Iowa. The award is provided by the Iowa State Education Association (ISEA) and is offered annually;
- **Technical Assistance Guide** to assist AEAs and LEAs revise their existing programs.
- **The Iowa Mentoring and Induction Network**: The Iowa Mentoring and Induction Network provides information and technical assistance on topics such as licensure issues for new teachers, system support, Iowa mentoring and induction models, the Iowa Teaching Standards, and mentoring resources. Members represent LEAs, AEAs, the Department, higher education, and ISEA;
- **The Iowa Journey to Excellence (JtE) Model for Mentoring and Induction**: This models trains the trainers of mentors statewide in the use of learning projects based on Iowa's eight Teaching Standards. The Model is now in its third year of piloting in several AEAs across the state. The training and implementation of this initiative is a partnership between the Department and ISEA.

Teacher Quality Partnership Grant: Education Secretary Arne Duncan announced Iowa as a recipient of this grant on March 30, 2010. The award of $9,035,380 in ARRA funds over five years will provide resources to improve education in Iowa in order to positively impact student learning. It will enable Iowa to be the model in the nation on effective teaching, improving teacher education, and connecting teacher evaluation to the effectiveness of teaching, based on research.

Iowa was one of 12 recipients nationally to receive an award and the Department is the *only state agency in the country to receive this award*. The Department will partner with the UNI, small rural high need schools in Iowa, UCLA/CRESST and Dr. Margaret Heritage, the Stanford University School Redesign Network and Dr. Ray Pecheone, and Dr. Linda Darling-Hammond as principal investigator. The intent is to scale-up statewide by the completion of the performance period.

The mission of the Teacher Quality Partnership Grant is to increase the learning and achievement of Iowa PK-12 students by developing more highly effective teachers. The grant will achieve this mission by tapping into the best research to assist in identifying the emerging attributes of effective teaching followed by the integration of a diverse set of teacher and student

artifacts to document content knowledge of academic major and effective teaching featuring teacher work samples supported by an integrated technology platform.

Results

Expected results include:

1) Iowa will carry out a reformed and enhanced effective pre-baccalaureate teacher preparation program. The grant project will be held accountable for the preparation and professional development of new and prospective teachers to understand empirically-based practice and scientifically valid research related to teaching and learning and the applicability of such practice and research including the effective use of technology, instruction and strategies consistent with the principles of universal design for learning positive behavioral intervention support strategies to improve student learning.
2) It will collect and use data on student achievement to assess the effect of teachers prepared through this pre-baccalaureate teacher preparation program. Additionally, demonstrated will be capacity to provide longitudinal data capturing student achievement by teacher from year to year through the grant performance period.
3) The grant will provide for continuous improvement of participating teachers and of the pre-baccalaureate teacher preparation program based on longitudinal student achievement data and the integration of teacher work samples and effective teaching attributes in Iowa's teacher evaluation system in collaboration with SAI and the Evaluator Training Advisory Committee. Relevant data would reflect the effectiveness of both teachers in the program and teachers not in the program on student learning and achievement.

Iowa Mentoring and Induction Program – Retention Results

One hundred percent of the public school districts and AEAs in Iowa have a Mentoring and Induction plan that has been approved by the Department. The LEA plans are amendments to each local Comprehensive School Improvement Plan.

See the chart below for information about the retention of new educators prior to implementation of the teacher quality legislation in July of 2001.

New Teacher Retention in Iowa, 2008-2009

New professionals are defined as those in their first and second years of teaching. The number of new professionals decreased from 3,520 to 3,263 (7.3 percent) between 2007-2008 and 2008-2009. Since Iowa's Teacher Quality legislation was enacted in 2001, the retention rate of new professionals (first and second year teachers) in Iowa has increased from 87.5 percent (2001-2002 school year) to 92.1 percent (2008-2009 school year). The retention of first year teachers has increased from 86.3 percent in 2001-2002 to 93.2 percent in 2008-2009. The following charts illustrate the increase in retention of new teachers over time.

Table 2

School District and AEA First and Second Year Teacher Retention 2000-01 to 2008-09

First Year Teachers

Base School Year	Number Teachers Base School Year	Teachers Returning in 2001-2002	Teachers Returning in 2002-2003	Teachers Returning in 2003-2004	Teachers Returning in 2004-2005	Teachers Returning in 2005-2006	Teachers Returning in 2006-2007	Teachers Returning in 2007-2008	Teachers Returning in 2008-2009
2000-2001	1836	1585 (86.3%)	1425 (77.6%)	1342 (73.1%)	1274 (69.4%)	1225 (66.7%)	1185 (64.5%)	1141 (62.1%)	1088 (59.3%)
2001-2002	1623		1413 (87.1%)	1288 (79.4%)	1217 (75.0%)	1158 (71.3%)	1093 (67.3%)	1063 (65.5%)	999 (61.6%)
2002-2003	1290			1143 (88.6%)	1042 (80.8%)	982 (76.1%)	931 (72.2%)	878 (68.1%)	833 (64.6%)
2003-2004	1452				1307 (90.0%)	1209 (83.3%)	1144 (78.8%)	1088 (74.9%)	1007 (69.4%)
2004-2005	1536					1411 (91.9%)	1279 (83.3%)	1209 (78.7%)	1121 (73.0%)
2005-2006	1611						1465 (90.9%)	1339 (83.1%)	1223 (76.0%)
2006-2007	1694							1546 (91.3%)	1417 (83.6%)
2007-2008	1796								1674 (93.2%)
2008-2009	1555								

Table 3

Second Year Teachers

Base School Year	Number Teachers Base School Year	Teachers Returning in 2001-2002	Teachers Returning in 2002-2003	Teachers Returning in 2003-2004	Teachers Returning in 2004-2005	Teachers Returning in 2005-2006	Teachers Returning in 2006-2007	Teachers Returning in 2007-2008	Teachers Returning in 2008-2009
2000-2001	1840	1633 (88.8%)	1508 (82.0%)	1430 (77.7%)	1351 (73.4%)	1290 (70.1%)	1245 (67.7%)	1212 (65.9%)	1162 (63.2%)
2001-2002	1952		1721 (88.2%)	1602 (82.1%)	1508 (77.3%)	1461 (74.9%)	1401 (71.8%)	1346 (69.0%)	1279 (65.5%)
2002-2003	1616			1450 (89.7%)	1355 (83.8%)	1282 (79.3%)	1210 (74.9%)	1166 (72.2%)	1095 (67.8%)
2003-2004	1315				1176 (89.4%)	1105 (84.0%)	1038 (78.9%)	974 (74.1%)	926 (70.4%)
2004-2005	1472					1337 (90.8%)	1247 (84.7%)	1175 (79.8%)	1089 (74.0%)
2005-2006	1616						1447 (89.5%)	1357 (84.0%)	1243 (77.0%)
2006-2007	1647							1488 (90.3%)	1337 (81.2%)
2007-2008	1724								1569 (91.0%)
2008-2009	1706								

Table 4

First and Second Year Teachers

Base School Year	Number Teachers Base School Year	Teachers Returning in 2001-2002	Teachers Returning in 2002-2003	Teachers Returning in 2003-2004	Teachers Returning in 2004-2005	Teachers Returning in 2005-2006	Teachers Returning in 2006-2007	Teachers Returning in 2007-2008	Teachers Returning in 2008-2009
2000-2001	3676	3218 (87.5%)	2933 (79.8%)	2772 (75.4%)	2625 (71.4%)	2515 (68.4%)	2430 (66.1%)	2353 (64.0%)	2250 (61.2%)
2001-2002	3575		3134 (87.7%)	2890 (80.9%)	2725 (76.2%)	2619 (73.3%)	2494 (69.8%)	2409 (67.4%)	2278 (63.7%)
2002-2003	2906			2593 (89.2%)	2397 (82.5%)	2264 (77.9%)	2141 (73.7%)	2044 (70.3%)	1928 (66.3%)
2003-2004	2767				2483 (89.7%)	2314 (83.6%)	2182 (78.9%)	2062 (74.5%)	1933 (69.9%)
2004-2005	3008					2748 (91.4%)	2526 (84.0%)	2384 (79.3%)	2210 (73.5%)
2005-2006	3227						2912 (90.2%)	2696 (83.5%)	2466 (76.4%)
2006-2007	3341							3034 (90.8%)	2754 (82.4%)
2007-2008	3520								3243 (92.1%)
2008-2009	3261								

Source: Iowa Department of Education, Bureau of Planning, Research and Evaluation
Basic Educational Data Survey (BEDS), Staff Files
Note: Includes teachers in public schools and AEAs.

Connections and Future Trends

The Department continues to help local districts in the implementation of **Teacher Quality Committees (TQCs)**. All school districts will receive money to infuse and implement the Iowa Core Curriculum. The Department will be offering feedback to AEAs on their agency professional development plans and will be providing assistance as their TQCs become fully operational.

The **Content Network** website is a work in progress as the network teams continue to review research. If a school district or school has an interest in an instructional strategy in reading, mathematics, or science and they cannot find it on the Content Network website, they can contact the Department to request more information. The Department will try to find research on the strategy, if possible, and give it to the district and post it on the website.

The goal of the **Teacher Development Academies** is to have a network of trainers across the state so that each AEA offers the training for the schools within their area. New TDAs will be developed as the Department finds research-based instructional approaches that have strong academic gains for students during implementation.

A Model Framework for local districts to use to improve the quality of their **Mentoring and Induction** programs has been developed and is currently being piloted in 50 LEAs and six AEAs. The Department is serving as a partner with ISEA in this effort. The model for first year teachers called "Journey to Excellence" was available in 2008. The model for second year teachers was developed in 2008 and piloted during the 2008-2009 and 2009-2010 school years. A third year of training for trainers is being offered in June of 2010.

Under this framework, an effective mentoring program in Iowa should include the following key components:

- A clear focus on effective teaching using the Iowa Teaching Standards;
- Preparation of experienced educators to serve as mentors;
- Learning opportunities for mentors to use commensurate with the growth of beginning educators;
- Meaningful formative assessment of the performance of beginning educators;
- Time and support for the mentor and beginning educator to work together;
- Understanding the relationship between Iowa Teaching Standards and the comprehensive evaluation;
- Establishing the firewall between mentor and evaluator and acknowledging confidential relationships between the beginning educator and mentor; and
- Annual verification of program completion.

By 2011, this model program will incorporate the effective teaching research from the Teacher Quality Partnership grant.

School Leadership

Purpose

Educational research shows that school administrators can have a considerable influence on school improvement efforts and student achievement. The message is consistent: school leaders are critical to effective school improvement efforts, and the strong instructional leadership of superintendents and principals has significant impact on increasing the level of student achievement. The Department supports work with the School Administrators of Iowa (SAI) and the Iowa Association of School Boards (IASB) to develop the leadership skills of administrators in Iowa.

Activities and Accomplishments

Principal Leadership Academy

With assistance from the Wallace Foundation Grant, the Department, SAI, IASB, and the institutions of higher education, the Principal Leadership Academy continues to shape quality school leaders for Iowa schools. In June 2009, more than 200 principals met to build their commitment and course of action for transforming the leadership behaviors in the context of building and district improvement plans for the 2009-2010 school year. The participants had an opportunity to listen to and interact with three experts in education – Kati Haycock, Lisa Carter, and Todd Whitaker. Ms. Haycock challenged the school leaders with facing the achievement gap. Ms. Carter provided resources and techniques for aligning curriculum. Mr. Whitaker reinforced the importance of quality leadership to support change.

Superintendents' Network

During the 2009-2010 school year, representatives from the AEAs, school superintendents, and representatives of the Department, SAI, IASB, and the Wallace Foundation Grant continued to implement the Superintendents' Network: The Work of Instructional Rounds. The network model, developed by Dr. Richard Elmore of Harvard University, allows superintendents to increase their leadership capacity for improved instruction. The networks provide superintendents a safe space to grapple with difficult issues related to improving teaching and learning by articulating a theory of action and identifying a problem of practice.

Administrator Mentoring and Induction

In 2006, the Iowa Legislature established and funded administrator mentoring and induction. SAI, in collaboration with the Department, developed the program.

The purposes of the administrator mentoring and induction program are:

- To provide support, professional development, and access to a variety of information sources critical to a beginning administrator's success as a leader of student achievement;
- To develop competency in Iowa Standards for School Leaders.

The activities and accomplishments to date include:

- Assignment of a quality mentor who is in a comparable position and geographic proximity;
- One day of mentor training and on-going recommendations for timely topics to be discussed during the monthly face-to-face meetings of the mentor-mentee teams;
- A one-day summer New Administrator Institute;

- Two statewide mentor-mentee meetings to provide information and networking opportunities;
- The Survival Guide for School Administrators posted on the SAI website to provide resources needed by new administrators; and
- Program evaluation to assess program effectiveness.

Evaluation of Administrators
During the 2009-2010 school year, the Department, SAI, and the Wallace Foundation Grant continued to provide training to school administrators in an effort to prepare participants to evaluate administrators based on the six leadership standards. The training provides administrator evaluators with the knowledge and skills necessary to make the appropriate licensure decisions and to conduct performance reviews of the administrators based on the leadership standards.

Evaluation of Teachers
The Evaluation of Teachers training continues to be provided across the state to those participants who want to obtain their initial evaluator's license (Level I) or renew their evaluator license (Level II). During Level I training the participants engage with theory behind best practices of teacher evaluation, the Question, Identify Information, and Collect and Summarize Information (QIC)-Decide model, attributes of quality instruction in the classroom that support the Iowa Teaching Standards and Criteria, and conferencing in a professional growth environment. In November 2008, the Department and SAI partnered to provide an online version of Level I training for experienced administrators coming to Iowa. The Level II training emphasizes the conferencing skills for pre- and post-observations and individual teacher professional development plans, intensive assistance plans, and evaluating Iowa Teaching Standard 2 – Content Knowledge.

Results
Principals participating in the Iowa Leadership Academy continue to indicate that the academy experience provides them opportunities to gain knowledge and skills that enhance their ability to advance their school's learning goals (99 percent); to develop a leadership plan of action that will advance their school's plan of action (99 percent); and to participate in networking, collaboration and coaching (99 percent).

Connections and Future Trends
An Evaluator Renewal Advisory Committee met throughout the summer and fall of 2009 to begin planning for future evaluator training opportunities beyond the Level II training. The committee has representation from principals, superintendents, AEAs, SAI, the Department, IASB, IHEs, and the Wallace Foundation Grant. The committee met monthly, reviewed data and information from the field, tapped the knowledge base for best practices, and focused on linking the work to previous efforts and the implementation of the Iowa Core. As a result of the committee's efforts, they are proposing to collapse Level I and II training into an online course and designing future training around these topics:

- Assessing Academic Rigor;
- Fierce Conversation;
- Analyzing Effectiveness of Building/District Leadership Teams;
- Develop Professional Development that Matters (Iowa Professional Development Model);
- Employee Discipline – Intensive Assistance Plans; and
- 100/100/100 Leadership Skills.

The Superintendent Network is implemented in all AEAs and supported by at least two facilitators. The Network continues to assist their fellow superintendents in adjusting professional development plans and teaching practices that support improved student learning.

INITIATIVE 4: Improve the quality of data and information.

Unified Education Data System

Purpose

The Department recognizes the need and the importance of a comprehensive, accurate, and timely statewide longitudinal data system. The Department is planning to implement several key activities with the purpose of realizing a system-wide vision that:

- Generates a unified infrastructure for educational data;
- Establishes interconnectivity between entities for analysis and planning; and
- Develops a PK-16 system for tracking individuals throughout their education and into the workforce.

Activities and Accomplishments/Background

The Department received an $8.8 million Statewide Longitudinal Data System (SLDS) Grant from the United States Department of Education's Institute of Education Sciences (IES) to help bolster this effort. The Department has worked over the past few years to enhance its statewide education data system funneling $4 million of state and federal funds into the project and these IES funds boost further development.

With this grant, the state will enhance its capabilities to provide consistent, reliable, and accurate quality data about Iowa education. Giving teachers and administrators the tools for deep data analysis offers them a more detailed picture of student achievement and the factors that influence student performance. With this data in hand, Iowa educators are empowered to help all students achieve greater success. The funds will also change the way student data moves across educational entities throughout the state, allowing for robust security and increased efficiency.

Statewide Educational Data Warehouse - EdInsight

The Iowa Department of Education has committed significant internal and contractual resources to develop EdInsight. Input was sought from all levels of the Iowa education community to garner support and guidance regarding EdInsight's formation. District access to EdInsight began this spring, with a rollout that included extensive training in software functionality and data literacy – how to perform analysis.

Assistance from IES will permit the Department to capture and provide more information, more quickly, thereby improving results for the students and educators of Iowa. The IES grant will expand data sets in EdInsight to include teachers, finances, additional assessments, transcripts, community colleges, and disaster mitigation data. The Department's research indicates that our constituency recognizes great value in the creation of a comprehensive unified data source which could be used to support schools and districts as well as improve educational outcomes for children. This initiative will be addressed in greater detail later in the section.

Standards-Based System for Interoperability
A system for the automatic transmission of student data will enable the state education agency and LEAs in Iowa to improve the accuracy and timeliness of data. It will also free up valuable human resources currently expended in the manual data submission processes. A standards-based transmission system will give LEAs the ability to quickly locate information on students transferring between districts. The request for proposals will be released in June of 2010.

ED*Facts* and the National Governors Association (NGA) Cohort Graduation Rate
The funding received from the IES grant will allow Iowa to add dropout information when calculating graduation and cohort dropout rates with greater accuracy. The Department will also be able to augment EdInsight with ED*Facts* specifications and additional data which will satisfy ED*Facts* reporting requirements.

Interoperability with Postsecondary Systems
Lawmakers (both state and federal) request analyses that require information spanning the entire duration of a student's education. To respond to this need, Iowa must create interoperability with postsecondary data systems. Currently, no funding mechanism exists to support this initiative, so support from IES will be crucial to its success.

Link Workforce and Educational Data Systems
To assess the preparedness of graduates for future employment or further education, the Department will explore linking workforce information and Department PK-12 and community college data. Resources from IES will be used to investigate the most appropriate location and structure for organizing and sharing this information.

Standardized and Electronic Transcripts
Members of the Iowa postsecondary community have requested a standardized transcript format, stored in a centralized location, which will reduce labor costs and transcript processing time, and increase data quality. With such a system, the Department would also be able to provide a service directly to the citizens of Iowa by having secure access to a non-transient source of transcript information in the form of a statewide transcript repository.

Connections and Future Trends
This is the first year of the five-year $8.8 million IES grant so many of these projects are in their infancy. The two cornerstones of the state longitudinal data system initiative – EdInsight and the Electronic Transcript and Student Record Exchange (formerly known as the Iowa High School Transcript Repository) are on the verge of being implemented in school districts and will be discussed in greater detail below.

Iowa Department of Education Data Warehouse: EdInsight

Purpose
EdInsight will provide the Iowa education community consistent and accurate longitudinal information on education outcomes and the analytical tools needed to improve data-driven, evidence-based decision making at the state, AEA, and local levels, thereby improving student success. Specifically, EdInsight will provide the education community with analytical capacity to perform self examination on their federal mandates – Annual Yearly Progress and Annual Progress Report - in the near term and

will have analytical reports for the Iowa Core that will roll out simultaneously with the Core.

Activities and Accomplishments/Background

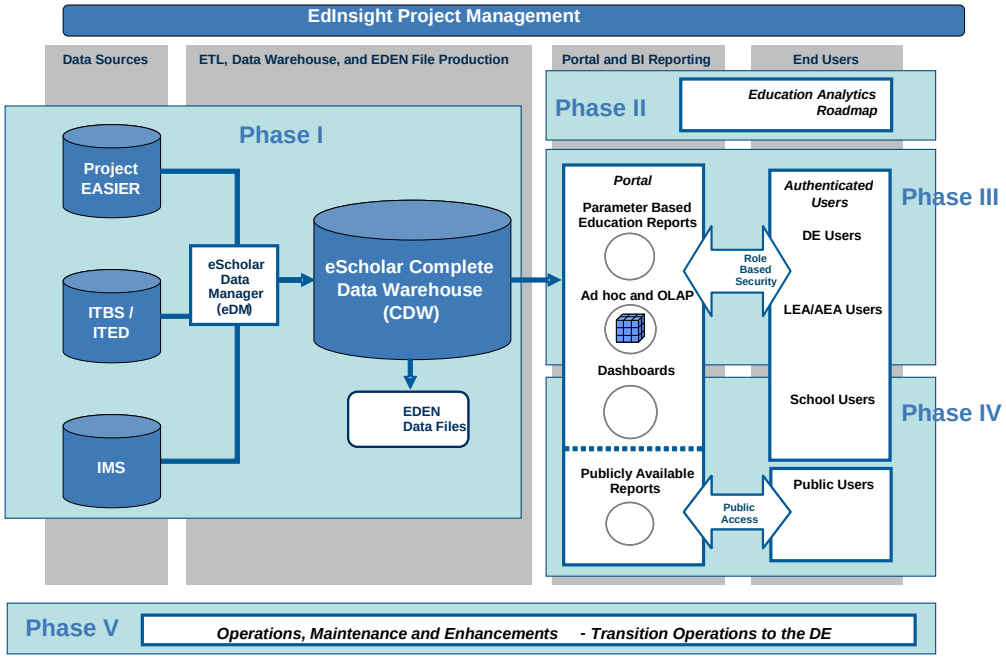
Data are one of an educational institution's most valuable, but underused, assets. At the Department, the AEAs, and in our schools and districts across the state, data about students, staff, courses, programs, schools, revenues, and expenditures have been collected and managed in order to report on the status and progress of our educational system to the people of Iowa, its lawmakers, and the federal government. The Department has used this collection of data to produce *The Annual Condition of Education Report* to inform a host of planning and operational decisions, and to guide policy development and implementation. Unfortunately, Iowa's educational stakeholders do not yet have sufficient access to enough operationally relevant, timely, high quality data and analytical tools to adequately support their decision-making.

EdInsight will leverage state and local commitments to improving education data quality in Iowa by providing a statewide longitudinal data system that utilizes individual student information. This system will improve the utility, accuracy, reliability, and timeliness of our data; reduce redundancy within our collections; decrease reporting burden on our schools and districts; streamline federal reporting; improve stakeholder access to longitudinal data; guide data-driven decision making at all levels of education; enable data exchange across institutions within the state; protect privacy and confidentiality; support research to improve our understanding of effective management and instructional policies; and facilitate data driven decision-making that will affect student learning.

EdInsight has a "back end" that will have three sets of data loaded during implementation: Project EASIER (Electronic Access System for Iowa Education Records), which is student level data; Information Management System (IMS), special education student level data; and Iowa Testing Programs student level data. EdInsight will link all these disparate data together for analysis across these domains of information enabling new and meaningful analysis. On the "front end," different education stakeholders (Department staff, AEA staff, and local district staff) can access data in preformatted reports and more sophisticated analytical tools, dependent on the user's expertise and security clearances.

Figure 15

EdInsight



The design of EdInsight has been a customer-focused product from its inception and will continue to be one. During the spring of 2008, Department partnered with Iowa's AEAs to conduct a data and reporting needs assessment among local school districts and AEA staff from across the state. The goal of this assessment was to solicit user input on the portal design and reporting interfaces for the statewide rollout of EdInsight.

The Department utilized a two-pronged approach in gathering information by:

- conducting a statewide survey to quantify the magnitude of responses; and
- convening a series of focus groups to capture the depth and breadth of qualitative aspects.

The target audience contained district superintendents, principals, assessment coordinators, curriculum directors, teachers and other district personnel, as well as AEA staff. There were 179 participants in the 20 focus groups held statewide, two per AEA, and 445 survey respondents. Triangulating findings from both of these techniques led to the roadmap for the initial release of EdInsight Version 1.0 last summer, 2009, to a limited number of users.

Table 5

EdInsight Reports with Version Releases

Family	Subject Area	Main Report Areas	Sub Report Areas	
1.0 ASMT	Assessment / Growth	ASMT 1.1 – Individual Reports	ASMT 1.1.1	Individual Performance Detail
			ASMT 1.1.2	Individual Performance Trend and Comparison
		ASMT 1.2 - Group Reports		
		ASMT 1.3 - Cohort Reports		
		ASMT 1.4 – Assessment Cube		
		ASMT 1.5 - Alternate Assessment		
2.0 EQTY	Equity / School Improvement	EQTY 2.1 – AEA/District Equity Report		
4.0 APR	APR Report	APR 4.1 – Student Achievement		
		APR 4.2 – School Report Card for the Public		
5.0 ENRL	Enrollment	ENRL 5.1 – Attendance Report		
		ENRL 5.2 – Certified Enrollment Report		
6.0 CURR	Curriculum	CURR 6.1 – Curriculum Accreditation Report		
		CURR 6.2 – Student Course History Report		
		CURR 6.3 – College Credit Course Report		
		CURR 6.4 – Higher Level Course Report		
7.0 SPED	Special Education	SPED 7.1 – Suspensions and Expulsions		
		SPED 7.2 – Achievement		
		SPED 7.3 – Graduation		
		SPED 7.4 – Drop Out		
		SPED 7.5 – Disproportionality		
9.0 UTIL	Utilities	UTIL 9.1 – Transfer of Historical Data		
		UTIL 9.2 – School and District Comparison Report		
11.0 IND	Student Indicators	IND 11.1 - Graduation		
		IND 11.2 - Drop Out		
		IND 11.3 - Attendance		
		IND 11.4 - Discipline		
12.0 PRGM	Program Indicators	PRGM 12.1 - At Risk		
		PRGM 12.2 - Talented and Gifted		

	New Reports
Prototype Release	4
Release 1.0	5
Release 1.5	15
	24

Expected Results

EdInsight's goals are to:

- Provide the education community a single repository of combined data from multiple sources on one common system;
- Provide tools and training in the use of data for benchmarking and longitudinal and comparative analysis;
- Empower data driven decision making for education stakeholders; and
- Increase confidence in data by defining and implementing processes to improve data consistency, reliability, and quality.

Connections and Future Trends

Short-term Release Schedule – As was mentioned EdInsight has begun its rollout. Des Moines Independent Community School District and AEA 267 with representatives from various other districts have been the first to be trained and receive access. Ultimately, the rollout to all AEAs and districts of Version 1.5 will begin in the fall of 2010.

As was mentioned in the future per the IES grant, the Department will expand the warehouse to include other data:

- Staff data;
- Financial data;
- Additional achievement data;
- District program data; and
- Transcript data.

Further, these data will also be linked to higher education data and workforce data. How that will happen, who has access, and where it will be housed has yet to be determined. A postsecondary committee is coming together to address those issues in the summer and fall of 2010 as the timeline required by the State Fiscal Stabilization Fund adds greater urgency to complete the task.

Electronic Transcript and Student Record Exchange (formerly Iowa High School Transcript Repository)

Purpose

The electronic transcript system will be an electronic repository of high school transcript information that will enable high school graduates to have their transcripts sent to postsecondary institutions or employers electronically, as well as providing a central location for all accredited high school transcripts. The initiative will also allow for electronic transfer of student records between local school districts which will improve the timeliness of data, reduce manual entry, and bolster the mitigation strategy for those districts' natural disaster plans. Further, having these data will allow for the integration of transcript data into EdInsight, the statewide education data warehouse, for analyses.

Activities and Accomplishments/Background

The Department established Project EASIER in the 1995-1996 school year. The major goals and components were and remain:

- Sending individual student data electronically from Iowa school districts to the Department of Education to fulfill state and federal reports;
- Sending high school transcript data electronically to colleges and universities; and
- Enabling school districts to electronically exchange student records when students transfer to other districts within the state of Iowa.

The first goal has been achieved, and beginning with the 2004-2005 school year, the Department receives through Project EASIER data on each student enrolled in every public school district. As part of the Project EASIER system, all public PK-12 students have been assigned a unique state student ID and many nonpublic schools are also using the ID system. Further, the Des Moines Independent School District conducted a proof of concept by sending electronic transcripts to the UNI and ISU using a third party software called Entrata.

The Department worked with both an elementary/secondary and postsecondary advisory committee. The postsecondary advisory committee has reviewed and agreed to data elements on transcripts. In addition to their representation on the committee, Department staff has met with the registrars and/or admission officers at ISU, The University of Iowa, UNI, the community colleges and some private colleges to review transcript content and the potential benefits for moving transcripts electronically. Recently, representation has been added to the committee representing the financial aid directors and the Iowa College Student Aid Commission.

The Department is now ready to take the project to the implementation phase. With final file extract and transfer testing underway by fall of 2010 the system will be accessible. Training will soon be underway to district end users and IT staff. This is especially timely as community colleges are interested in the system to aid them in the management and tracking of concurrent enrollment.

Expected Results

Implementation of the data repository will allow school districts to leverage data currently in their student information system, which will include electronic transcript data that can be sent to a postsecondary institution or between local school districts. It will also allow the state to keep a transcript of all Iowa high school graduates in a central repository. Many stakeholders stand to benefit from the program.

Data housed in the transcript repository can fulfill the 2006 legislative mandate that requires school districts to report the students that have completed a core of curriculum more accurately than those data collected in Project EASIER, especially when integrated with the analytical capabilities of EdInsight. By leveraging data maintained in a district's student information system through an integrated transport mechanism, the Department can reduce the manual data-reporting burden for the school district to fulfill this required report.

It is very clear that the postsecondary community would like a standardized transcript format. Indisputably there would be benefits institutionally of reduced processing time, reduced labor costs, and increased data quality. The ability to move transcripts electronically would be made available to all public school districts through the proposed application. Ease of use will benefit school registrars and standardized transcripts will benefit postsecondary registrars, especially with such additional requirements as calculating the Regents Admission Index (RAI).

Citizens of Iowa would benefit from a transcript repository centrally housed at the Department from which they could request that their transcript be sent to entities (postsecondary institutions or employers) that may require that information many years after they graduate. Having the information housed in a central location would be similar to citizens being able to access their birth certificate from a central location at the Department of Public Health. School districts are required to keep an official permanent record on each student; however, historical records may not be as readily accessible. The same is true as school districts reorganize or dissolve. Permanent records are transferred but may not be readily accessible. Having a repository of transcripts housed at the Department would provide a service to the citizens of Iowa.

Another convenience for the citizens of Iowa would be access to a transcript at any time of the year. In many cases, school district staff has flexible schedules in the summer and students or former graduates that want to have their transcript sent to a postsecondary institution may not be able to do so if the appropriate school district staff person is not available. The proposed application would allow the student to authorize the postsecondary institution to "pull" the

transcript from the repository and thus eliminate the need to wait and have a school district approve the release.

With the recent natural disasters, it is worth pointing out that a centrally housed repository with relatively current student transcripts could serve as a mitigation strategy for disaster recovery. If a district that were to experience a server loss or file loss, the district would at a minimum be able to recover the students' grades. It would also support educational continuity. In the case where a community is devastated and students will be attending other districts for an interim period, these districts would have relatively current records of the students' educational progress and achievement for decision-making. Such was the case for the Aplington-Parkersburg Community School District.

Connections and Future Trends

The Iowa High School Transcript Repository has a very aggressive timeline. The hope is that the vendor will begin to implement the system in the fall, such that local districts may begin submitting transcripts electronically to postsecondary institutions. The E-transcript solution is one that has been implemented in many states and thousands of colleges around the country already, so the standard application itself is very mature and stable.

This project will also include a student record exchange component between districts. This will be implemented after the transcript portion of the process is under operation. The technology for accomplishing the student record exchange is tied up in the standards-based system for interoperability activities that will be undertaken with IES grant monies.

The Department is also working with the Iowa College Student Aid Commission to integrate this project into their new portal that will be the access point to students "eighth grade plans." The Commission also has a new federal grant with roughly $8 million for information technology upgrades. As part of this collaborative, the Department is working with the Commission to determine which data can be shared and how they will be shared for this project.

INITIATIVE 5: Improve educator preparation programs.

Purpose

The national focus on effective teachers and leaders emphasizes the heart of educator preparation in Iowa. Research consistently indicates that the two most important factors in student achievement are: 1) the classroom teacher, and 2) the building administrator. Acknowledging these findings, the Department addresses the preparation of these critical components through the program approval process and, when possible, through statewide leadership in the goal of continuous improvement of preparation programs.

Activities and Accomplishments

Educator Preparation (Teacher and Educational Leader)

Chapter 79 Administrative Rules for Educator Preparation

During the 2009-2010 academic year, the Department implemented the new Administrative Rules for Educator Preparation under Chapter 79. The newly updated rules include the following:

1) A strengthened focus on the "all students learn" theme through improved formative classroom assessment, differentiated instruction, use of technology as a teaching tool and other best practice in teacher preparation;
2) Strengthened administrator preparation program requirements through new rules based on the Iowa Standards for School Leadership (ISSL);
3) An added formal review of practitioner programs in school guidance counselor, school audiologist, school psychologist, school social worker, speech-language pathologist, supervisor of special education (support and orientation and mobility specialist);
4) Attention throughout the document to changing forms of delivery systems for all preparation programs; and
5) The inclusion of requirements that better prepare all new educators to implement the required Iowa Core.

A detailed template has been created to guide programs as they prepare for the approval process.

Educator Preparation Program Site Reviews

In preparation for a site review, the institution conducts a self-study and writes an Institutional Report (IR) that shows how the institution meets all Chapter 79 Standards. A state panel and the site visit team (including representation from the Department, IHEs, LEAs, etc.) read and review the report and participate in a preliminary review meeting to prepare a review feedback report based on the IR. An on-campus site visit is then conducted; the site visit team gathers information to validate the IR through interviews and observations, analyzes information, and writes a draft of the final report. That draft is reviewed and revised by the site visit team and then sent to the IHE. The IHE responds to the final report and takes the necessary actions to address unmet standards. A summary report is submitted to the State Board of Educationwith a recommendation concerning re-approval of the program. The State Board of Education makes the final decision on program approval.

Educator Preparation Program Enrollment Trends

Each year, the Department collects data on the numbers of individuals enrolled in and completing educator preparation programs in the state. Programs report the number of student teachers each year; this is the most reliable number to indicate the actual number of individuals completing Iowa teacher preparation programs and entering the profession. Programs also report the numbers of individuals being recommended for each endorsement, including administrators and school counselors.

Educator Preparation Reports

Preparation programs file two reports annually. They include:

1) Annual Summary Report on Educator Preparation to the Department. Now filed electronically, this report addresses all educator preparation programs with an emphasis on teacher and educational leader preparation. Required information includes demographics of the programs, delivery, endorsements offered, requirements and checkpoints within the programs, numbers of program completers, and changes in the programs, especially those required by the Department as a result of a site visit.
2) Title II Higher Education Act. The electronically submitted federal report required of initial teacher preparation programs has been changed considerably and requires increased data. The report that was due in April of 2010 includes information regarding program admission, program enrollment, annual goals

regarding shortage areas, low-performing programs, use of technology, and training of teachers in teaching students with disabilities and those who are limited English proficient. Iowa preparation programs are currently exempted from reporting test scores because Iowa requires testing of teacher candidates only at the elementary level and as part of program completion, not licensure. A state summary report will be due in October of 2010 and each October to follow.

Teacher Preparation

Teacher Quality Enhancement Grant (TQE)

In 2005, the Department was awarded a grant from the U.S. Department of Education in the amount of $6.3 million. This grant has been used to increase the effectiveness of teacher education programs statewide. The work initiated through the TQE Grant has been continued within the teacher preparation programs, especially in the following areas: assessment systems; preparing new teachers to work successfully with diverse learners, especially English language learners; teacher dispositions; and the Iowa Core.

Iowa Core

The Iowa Core has been a major focus of the Department work with the teacher preparation programs in the past year. Programs have been introduced to the Essential Concepts and Skills, the 21st century skills, and the five Characteristics of Teaching and Learning. The primary focus for the programs has dealt with the issues of meeting needs of all learners through formative classroom assessment and differentiation as well as developing creative, critical and complex thinking throughout curricula. Educational leadership faculty have been invited to participate with teacher preparation in the following major activities:

- Two ICN presentations in April of 2009 that introduced the Iowa Core to a broad audience of preparation faculty.
- Representation of most preparation programs at the Iowa Core Leadership Modules provided through the AEAs during the 2008-2009 school year.
- Four two-day regional workshops provided by the Department in June of 2009. The focus was on formative classroom assessment and differentiation to meet learning needs of all students in PK-12 classrooms as well as integrating creative, critical and complex thinking into curricula. The TQE Grant supported programs to create and implement follow-up plans within their curricula.
- Participation of a team of teacher preparation program faculty in the Iowa Core modules on Assessment for Learning offered by the Department throughout the 2009-2010 school year. This team has been and continues to be instrumental in the link between the work of the Core and teacher preparation programs.
- Formation of a new work group of preparation faculty to interface with the Iowa Core planners in order to involve preparation to a greater degree than has been the case in the initial phases of the Core.
- The last four meetings of the Iowa Association of Colleges for Teacher Education have included informational sessions on the Iowa Core. Individual programs continue to share their work in the important task of incorporating the Iowa Core into preparation.

Educational Leadership Preparation

State Panel for Approval of New Educational Leadership Programs
A state panel was organized in August 2009 to review future new administrator preparation programs in Iowa. The panel includes representatives from the Department, AEAs, LEAs, and IHEs. The panel has an opportunity to review the Institutional Report from the institution, provide evidence of strengths and concerns, articulate recommendations, and propose approval to the State Board of Education.

Approval of The University of Iowa Superintendent Program
The State Board of Education approved The University of Iowa superintendent preparation program in March 2010. The superintendent program is based on student-achievement focused leadership connected to the program's conceptual framework - instructional, transitional and operational leadership. This philosophy evolved from current research on educational preparation programming, feedback from practitioners and stakeholder groups, Chapter 79 of Iowa Code, and the expertise of the faculty at The University of Iowa.

Results

Annual Report Data
Data collected from annual reports show that the total number of student teachers in Iowa teacher preparation programs continues to decline as have the number of individuals prepared to become elementary teachers and secondary English teachers. In contrast, the number of individuals recently prepared to become secondary mathematics and science teachers have increased significantly. There has been a slight decrease in the number of those who are becoming secondary social studies teachers and a slight increase in the number of those who are becoming secondary foreign language teachers. Following a significant increase in the number of individuals prepared to become special education teachers in 2007-2008, the current data indicate a leveling off of the number of new special education teachers. During the 2009-2010 year, no new teachers received endorsements in the special education areas of physical disabilities, deaf-hard of hearing, or visually disabled.

A current sharp decrease in the number of new counselors indicates a spike during the 2007-2008 academic year; the total number of new counselors currently falls below the trend from 2004 to 2007. The number of new educational leaders has remained stable, but does not fill the potential need as indicated by the number of administrators eligible to retire.

The following table summarizes the trend data of newly prepared educators from Iowa preparation programs. It also displays information about the numbers of veteran Iowa teachers who were eligible to retire in the academic year 2009-2010 by virtue of reaching the Iowa Public Employees' Retirement System retirement 'Rule of 88.'

Table 6

New Iowa Educators 2004-2005 to 2008-2009 and Educators Eligible to Retire 2009-2010

Academic Year	Prepared 2004-2005	Prepared 2005-2006	Prepared 2006-2007	Prepared 2007-2008	Prepared 2008-2009	Percentage of change between 2004 and 2009	Iowa Educators Eligible to retire 2009-2010
Student Teachers	3,166	2,952	2,843	2,653	2,321	-27%	-
K-6 Classroom Teachers	1,710	1,787	1,487	1,351	1,275	-25%	1556
5-12 Social Studies	300	261	207	210	200	-33%	246
5-12 English/LA	197	180	177	180	158	-20%	320
5-12 Foreign Language	59	57	63	69	74	+25%	55
5-12 Mathematics	102	108	113	97	142	+39%	260
5-12 Science	128	109	102	104	140	+9%	225
Special Education	361	343	435	499	418*	+16%	398
Counselors	84	84	88	121	70**	-17%	174
K-12 Principals	180	115	118	114	117	-35%	182
Superintendents	41	43	28	42	44	+7%	120

*Reported as combination of all special education endorsements; because candidates often obtain multiple endorsements, the number of new special education teachers is less than the number above.
**Reported as combination of elementary and secondary counselors; total number of counselors is less than number above as some candidates are reported as both elementary and secondary counselors.

Results

- During the 2008-2009 academic year, four educator preparation programs were reviewed; two of them included educational leadership, counselor education, and other graduate programs.
- The newly created web-based data collection system for preparation programs was implemented; work remains for aggregation of data.
- With funds provided by the Teacher Quality Enhancement Grant, 30 of the 32 teacher preparation programs participated in workshops focused on integrating the Iowa Core into preparation. All participating programs created specific plans for incorporation of the Iowa Core into their curricula. Interviews during site visits and data collected during the Iowa Association of Colleges for Teacher Education (IACTE) indicated that the plans are being implemented with a goal of at least an awareness level of understanding of the Iowa Core by new graduates in the spring of 2010.

Connections and Future Trends

- Nationally, alternative preparation of teachers is growing. An alternative program, the teacher intern program provided by a consortium of the Regents universities, was approved by the State Board of Education and is expected to begin its first cohort in the fall of 2010. Teacher intern programs at two private colleges, Morningside College and Maharishi University of Management, have been approved by the State Board of Education and have begun their first cohorts of students. Iowa's alternative programs meet rules that address a concern often

expressed nationally: the balance between convenience/efficiency and quality preparation.

- Nationally, the Interstate New Teacher Assessment and Support Consortium (INTASC) will be releasing the standards for new teachers, expanding them to address all teachers. Two Iowa educators participated in the re-writing of these standards. Preliminary information regarding the new standards indicates a focus on meeting the needs of all learners, using formative assessment to guide instruction, and implementation of technology in the classroom; these same issues continue to be areas of focus in the site visits for Iowa programs and the integration of the Iowa Core into teacher preparation.
- In conjunction with the Board of Educational Examiners (BoEE) a web-based system is expected to be developed for the review process and maintenance of updated curriculum exhibits, documents ensuring that preparation programs meet licensure requirements for specific endorsements. Work has been done towards review of and updating endorsement requirements; the project is incomplete at this time, pending rule changes by the BoEE.
- In acknowledgement of the importance of data in improving programming, the statewide survey of new teachers was planned to be conducted on a biennial schedule. Data would be shared with individual programs; aggregated data and trend analysis would provide direction for continual improvement of teacher preparation statewide. This activity has been suspended due to lack of resources and department capacity.

GOAL 3 – *Individuals will pursue postsecondary education in order to drive economic success. (Postsecondary Education)*

Measures of Success

MEASURE 1: Increase the percentage of students who have obtained an Associate of Arts degree who transfer into a four-year institution.

The Associate of Arts (AA) degree is designed for transferability to a four-year university. Table 9 shows the transfer rate for Fiscal Years 2002 and 2006 cohorts. While the overall percentage declined slightly, the transfer rate for AA awardees remains quite high. In sum, the AA degree was a bridge for 2,849 students to access a Bachelor's-level education.

Table 7
Cumulative Transfer Rate, 2002 and 2006 Cohort

Cohort	N	Transfer	%
2002	3,713	2,491	67.08%
2006	4,374	2,849	65.14%

MEASURE 2: Increase graduation rates by race/ethnicity and gender at Iowa postsecondary institutions.

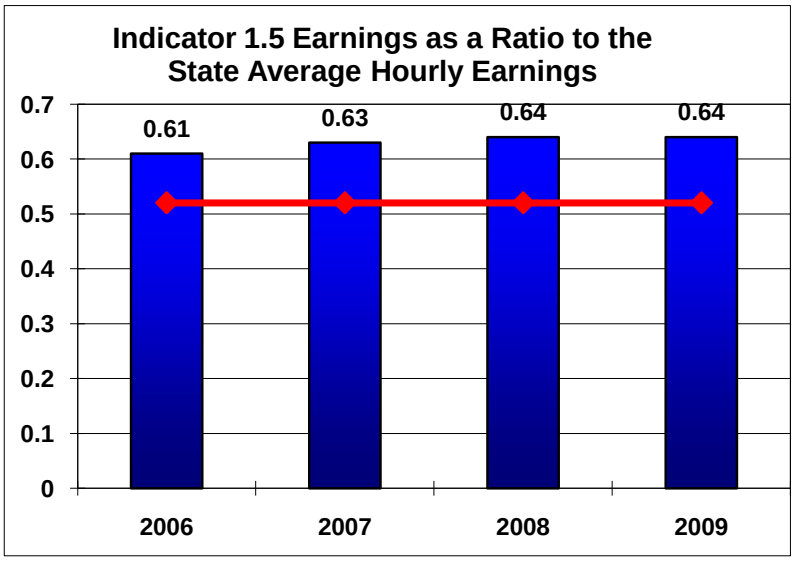
Female students attending community college in Iowa continue to have a higher graduation rate than males. The graduation rate for all minority groups has increased in the last year, however, the graduation rate for minorities is still significantly lower than for white students. One of the reasons for this discrepancy is that minorities are graduating, but many of them take longer than whites. Anyone who does not graduate within three years in not counted in the graduation rate.

Table 8
Graduation Rates

	FY2002	FY2003	FY2004	FY2005	FY2006	FY2007
Total Cohort	41.06%	39.71%	38.85%	38.76%	39.07%	39.4%
Gender						
Male	39.57	38.90	37.10	36.67	37.57	38.2
Female	42.69	40.59	40.85	41.07	40.83	40.9
Race/Ethnicity						
White	42.75	41.77	41.14	41.19	41.23	41.7
African American	21.45	17.59	17.53	17.39	19.40	19.6
Hispanic	31.61	23.63	30.66	25.35	23.74	25.1
Asian	31.08	28.65	24.68	20.42	27.03	28.3
American Indian	38.36	33.33	21.79	14.29	27.12	30.6

MEASURE 3: Increase the average hourly wage of clients employed as a result of vocational rehabilitation services compared with the state of Iowa average hourly wage.

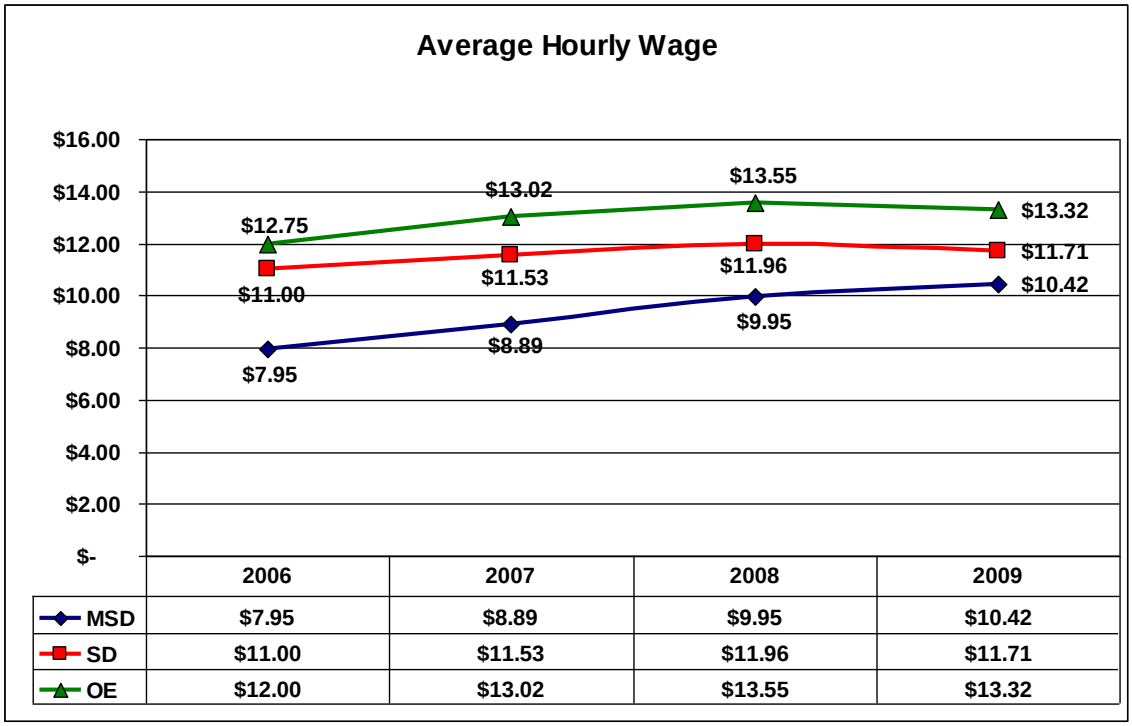
Figure 16
1.5 Earnings as a Ratio to the State Average (RSA) Hourly



IVRS still exceeds the federal RSA standard of requiring its consumers to make at least .52 of the average wages of ALL Iowans.

Figure 17

Average Hourly Wage



	2006	2007	2008	2009
MSD	$7.95	$8.89	$9.95	$10.42
SD	$11.00	$11.53	$11.96	$11.71
OE	$12.00	$13.02	$13.55	$13.32

This graph reflects that wages for the Most Significantly Disabled (MSD), Significantly Disabled (SD), and Others Eligible (OE) wages are rising.

Major Initiatives

INITIATIVE 1: Provide support for STEM activities, *Project Lead the Way*, and entrepreneurship education.

Entrepreneurship Education

Purpose

Iowa Code Chapter 258, requires a vocational program sequence to address the following: new and emerging technologies; job-seeking; job-keeping and other employment skills, including self-employment and entrepreneurial skills, which reflect current industry standards; leadership skills; entrepreneurial and local-market needs; and the strengthening of basic academic skills.

Activities and Accomplishments, Results

The Jacobson Institute provided face-to-face teacher training to 44 secondary educators in Spencer and Council Bluffs in June 2009. In addition to introductory entrepreneurship

training, the Institute facilitated a workshop helping educators design a stand-alone entrepreneurship course.

Over 100 Iowa educators and more than 2,000 high school students piloted the YouthBizCentral online entrepreneurship curriculum from January 2009 through June 2010. The following are results from the spring 2009 pilot (results from 2009-10 pilot will be compiled this summer):

YouthBizCentral Pilot (2009, N=454)

- Pre- and post- student assessment results
  - 24 percent increase in entrepreneurship knowledge test scores ($p<.001$)
  - 8 percent increase in entrepreneurship self-efficacy ($p<.001$)
- Teacher feedback
  - 75 percent highly satisfied with overall curriculum content
  - 96 percent rated website as easy to use

During summer 2009, the YouthBizCentral online entrepreneurship curriculum was aligned with the Iowa Core & 21st century skills.

Connections and Future Trends

Jacobson Institute summer camps will be offered in four locations - Iowa City, Des Moines, Spencer, and Cedar Falls this summer. The Institute will partner with the Girls Scouts of Central Iowa to offer BizSmARTS, an entrepreneurial camp geared to expose girls to entrepreneurship and the arts in the Des Moines area.

INITIATIVE 2: Facilitate student transfers through articulation agreements.

Perkins IV – Articulation

Purpose

As part of the requirement for the Carl Perkins Act of 2006, all recipients of grants must develop and offer as an option to their students (and their parents, as appropriate) one or more career and technical programs of study for planning and completing their course work in a career and technical education content area. The program must incorporate secondary and postsecondary educational elements, including coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education. The program may include the opportunity for secondary students to participate in dual or concurrent enrollment courses or other ways to earn postsecondary credit while enrolled in high school. The program must lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

The propose of the program of study initiative is to provide students and their parents with a sequence of the recommended academic and technical course work to be taken while in high school to prepare for the postsecondary career and technical education program of their choice while earning a diploma from their local high school.

Activities and Accomplishments

The Perkins IV Five-Year State Plan, which was approved by the State Board of Education and the U.S. Department of Education Office of Vocational and Adult Education (OVAE) in the spring of 2008, proposed that recipients incorporate 75 percent of their secondary career and technical education programs into programs of study. During this past year, staff continued to provide technical assistance to all recipients. The assistance provided an explanation of the components of a program of study and recommended processes and resources to be utilized to develop programs of study for students in conjunction with their community college partners at both secondary and postsecondary institutions.

In addition, grants were provided to each community college to assist them in the program of study process. The grant required community colleges to partner with at least one other school in their area and to develop at least one program of study. The grant requirements state that the process developed during this grant period will be used for all the schools in the community college area and for all Career Technical Education (CTE) areas.

(Anticipated) Results, Connections and Future Trends

Additional technical assistance and professional development activities and model programs will be developed and presented to grant recipients by Department staff over the next three years. The progress of the grant recipients will be monitored via annual reports and on-site monitoring visits once every three years. A new grant will also be given to the community colleges so that the process started during the current year can be expanded and continued for other CTE areas and districts in the community college area. It is anticipated that at the conclusion of this Perkins grant period, all students enrolled in Iowa high schools and their parents will have access to a program of study to assist them in preparing for their career pathway and selecting the appropriate coursework for their postsecondary career and technical education program. Such planning is projected to have a positive impact on high school graduation rates and success at the postsecondary level, while reducing the need for remediation at the postsecondary level. In addition, the connections the secondary teachers are making with the postsecondary teachers will allow schools to create seamless transitions for CTE students.

LACTS (Liaison Advisory Committee for Transfer Students)

Purpose

The state has a long-standing history of voluntary articulation efforts between public institutions of higher education. The Liaison Advisory Committee for Transfer Students (LACTS) has six members, with three representatives from the community colleges and a representative from each of the Regent Universities. The Department and the Board of Regents each have an ex officio member that works with the committee.

Activities and Accomplishments

- The Liaison Advisory Committee on Transfer Students was created in 1972 as an advisory group of representatives from Iowa public community colleges and Regent universities to provide a conduit for articulation issues or concerns with statewide impact.

- Since 1972, eight statewide articulation agreements have been signed between the two sectors of public higher education in the following areas – common grading symbols and definitions; career and technical credit; international student academic credential evaluation; College Level Examination Program (CLEP); electronics/electronics-based technology; military credit; associate of arts; and associate of science.
- In 2001, the Board of Regents and the Iowa public community colleges created the 2+2 Council which recommended the creation of a bachelor of applied studies program at the Regent universities. In 2005, the Board approved the implementation of that program at The University of Iowa. Since its implementation, more than 250 students have enrolled in the program.
- The University of Iowa entered into partnerships with Eastern Iowa Community College District, Des Moines Area Community College, Kirkwood Community College, and Western Iowa Tech Community College to offer two blended courses each semester leading toward the completion of a Bachelor of Applied Studies degree.
- In 2008, the Board of Regents, in collaboration with the Iowa public community colleges launched an articulation website called TransferInIowa.org. The primary focus of the Articulation Website is to allow Iowans to know at the time of enrollment in a community college course: (1) whether the credit will be accepted by the state university of the student's choice; (2) the category in which the university will apply the credit; and (3) to which degree program or programs the university will apply the credit.
- During the 2009-10 academic year, the Articulation Website Team created and distributed informational brochures to high school and community college students, principals, and guidance counselors; and made presentations to groups across the state, including the State Board of Education, High School Summit, and student services personnel. Between January – October 2009, the www.TransferInIowa.org articulation website recorded 9,055 unique visitors according to a tracking tool being used. The University of Iowa's I-CHART articulation planning website recorded 11,722 unique visitors; ISU's TRANSIT articulation planning website recorded 11,512 unique visitors; and the UNI's TRANSFER PLAN-IT recorded 15,102 unique visitors.
- The three Regent universities have articulation programs with each of the Iowa public community colleges. The purpose of these programs is to establish early connections with community college students who anticipate transferring to a Regent university.
- The University of Iowa's *2 Plus 2 Plan* connects community college students with advisors at the university so that students take the right courses at the right time to complete both degrees in a total of four years.
- ISU's *Admissions Partnership Program* guarantees admission to ISU if requirements are met; provide academic advising and mentoring; and degree planning to ensure timely graduation, among other benefits.
- The UNI Iowa's *Admissions Partnership Program* assists community college students to have a seamless transition from the community college to UNI. All 120 majors at UNI are available with the program. Students who are accepted into the program meet regularly with academic advisors from both their community college and UNI to determine coursework and discuss degree progress.

In 2009, legislation on articulation and transfer was passed (House File 815) resulting in additional articulation activities:

- The Department developed a plan which describes how secondary school students and community college students can find and use the www.TransferInIowa.org articulation website. The Department has developed a two-part plan to communicate with school officials and students/parents by using the Department's School Leader Update and the Iowa College Student Aid Commission's www.ihaveaplaniowa.org website.
- The Board of Regents and Iowa public community colleges have a statewide articulation agreement which provides for the seamless transfer of academic credits from a completed associate of arts or associate of science degree program offered by a community college to a baccalaureate degree program at a Regent university.
- The associate of arts degree articulation agreement was originally signed on December 2, 1981. It is affirmed annually; the most recent reaffirmation was on April 16, 2010. This agreement allows a minimum of 60 credit hours of courses designed and acceptable for transfer and may include up to 16 credit hours of career and technical courses.
- The associate of science degree articulation agreement was originally signed on April 18, 2008. The most recent reaffirmation was on April 16, 2010. This agreement specifies that the requirements for the associate of science degree are the same as for the associate of arts degree with the following exceptions – distribution of hours include 20 credit hours of mathematics and science; additional general education courses may be required at the Regent universities.
- The Regent universities and the Iowa public community colleges have identified a transfer and articulation contact office or person to be included on the www.TransferInIowa.org articulation website. The list of contact persons has been prepared and is now available on the www.TransferInIowa.org articulation website.
- On October 9, 2009, the mathematics faculty of the Regent universities and the community colleges met at the UNI Iowa to discuss course alignment.
- Three other faculty meetings were held between November 2009 and May 2010.
- The community colleges and Regent universities prepared program inventories to identify areas of articulation opportunity.
- The first ever joint meeting between the community college chief academic officers and the Regent university provosts was held on October 28, 2009, to discuss a process for identifying and prioritizing new articulation agreements and academic discipline meetings.
- Course equivalency guides are available on the www.TransferInIowa.org articulation website.
- The plan for developing and including transition guides on the www.TransferInIowa.org articulation website is being developed.

Results, Connections and Future Trends

- More than 1,000 individual agreements exist between Iowa's public universities and community colleges.
- More than 10,000 students transfer credits annually from Iowa's community colleges to the Regent universities.

- The Iowa public community colleges and Regent universities must collaborate to develop a systematic process for expanding academic discipline meetings between the community college faculty and the faculty of the Regent universities.
- The Liaison Advisory Committee for Transfer Students (LACTS) has been charged with developing a draft of the systematic process for expanding academic discipline faculty meetings for approval by the Council of Provosts and the community college chief academic officers.
- The Iowa public community colleges and Regent universities must collaborate to develop a process to examine a minimum of eight new associate of applied science degree programs for which articulation agreements would serve students' continued academic success in those degree programs.
- A two-year strategic plan will be developed to define best practices for individual institutions to pursue articulation for career and technical programs.
- The Board of Regents, in consultation with the Iowa public community colleges, must develop criteria to prioritize core curriculum areas and create or review transition guides for the core curriculum areas.

INITIATIVE 3: Improve the quality of data and information.

Purpose

The Management Information System (MIS) Reporting Manual and Data Dictionary are utilized in the collection of data from the community colleges in Iowa. The reporting manual and data dictionary are reviewed and revised annually.

Activities and Accomplishments

The MIS reporting manual has been reviewed for consistency and redundancy. The implemented changes include removal of the data elements that are not relevant to current data reporting needs or duplicative to other reporting elements. Successful utilization of bridging data elements between secondary and postsecondary data systems (such as State Student ID) allowed for expansion of reporting capabilities without additional data collection, thus creating the basis for a K-16 data system and beyond. A number of additional datasets have been successfully bridged with existing data systems. For example, technical program approval data has been used to create a comprehensive state-wide program brochure, a point of reference for all community college-related programs and activities. Certain elements of the program approval system have been utilized for partial automation of Pell grant audit process.

The MIS team has significantly changed both the content and the form of all data reports, including the *Condition of Community Colleges Annual Report*, to create data reports that are helpful, user-friendly, accessible, and appealing.

Results

Examples of reports based on MIS data include the *Fiscal Year 2009 Condition of Community Colleges report, High School Enrollment Report, Community College Performance Indicators Report* and a number of additional ongoing reports.

Connections and Future Trends

The Division of Community Colleges and Workforce Preparation MIS team is continuing to meet with college leaders about changes to MIS reporting and to provide customized reports.

The team is meeting with MIS reporting officers, information technology staff involved with reporting, human resource staff, registrars, adult deans and directors, institutional researchers, and others, including some college presidents. Any proposed changes in the MIS reporting requirements undergo the scrutiny of the MIS SWAT team, field testing, and are implemented based on informed decisions. The data team continuously provides leadership and expertise in development and maintenance of statewide data systems and research, such as Common Course Numbering, employability, and educational return on investment.

The MIS team expects to conduct college visits annually.